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NATIONAL
CORE FRENCH
STUDY

A SYNTHESIS

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This Report
is respectfully dedicated
to the memory
of H.H. (David) Stern,
the soul of this study.

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INTRODUCTORY REMARKS

The National Core French Study had the double objective of defining and developing the four syllabuses proposed by Stern (1983) in his multidimensional curriculum project and assessing the applicability of this curriculum in Core French classes in Canada.

The documents of the Final Report draw upon these objectives and offer content and observations aimed at helping both teacher and learner in the still difficult and often misunderstood tasks of teaching and learning a second language.

The findings are not revolutionary, far from it. It would have been naïve, as Mackey (1965) suggests, not to base a research project on what had already been done in the field to contribute to its advancement. This approach was used by the authors of the Study in trying to further define and organize existing concepts and content. What is new in the Study is the variety in the proposed content and the suggestions regarding the organization of that content into coherent pedagogical units, enabling us to take current theory on communication into account.

In many FSL classrooms, innovative teaching is taking place. In other instances, however, the teaching is less inspired. These instances always invite comparison, but it should be

clearly understood that the reason for such comparison is to underline the value of what is being proposed rather than to convey the message that the poor samples are the rule in Core French teaching.

Finally, although the contents of the Final Report were the object of much consultation in the preparation stage, their final form is the sole responsibility of the authors. It is now left to the various provinces and territories to make use of them (or not) in the revision or development of their respective programs.

INTRODUCTION

Rationale for the study

French immersion has attracted much attention in Canada over the past twenty years, which is not surprising given the novelty of the concept and the favorable results. However, the immersion movement has had several negative effects on the regular Core program: fewer qualified teachers available to teach Core French; a double standard, at least implicitly, in expectations of the students in the two programs; a change in attitude towards Core French; a decline in the morale of those involved in this program, etc.

At the same time, there has been a revival of interest in Core French, partly as a result of the success of immersion. With the hope that students could really learn to communicate within a school setting came the realization that the immersion program could not serve the needs of all students. The large majority of French as a second language students in Canadian schools are, and will continue to be, enrolled in Core French. For them, the Core French program is likely the only road towards a level of functional bilingualism, which must be the goal of French second language teaching in this country. Numerous articles and reports, therefore, have recently been making a strong case for the renewal of Core French teaching in Canada.

In an effort to raise the level of consciousness in this area of language teaching, the Canadian Association of Second Language Teachers (CASLT) proposed a study project intended as

a first step toward reaching a national consensus on the teaching of Core French. The Department of the Secretary of State agreed to fund a feasibility study to determine how a national project could be structured to involve as many participants from as many levels as possible.

Approval for the study

In a letter dated October 21, 1985, the Right Honorable Benoît Bouchard, minister responsible for the Department of the Secretary of State, approved CASLT's proposal for the National Core French Study (hereafter the "Study") and agreed in principle to provide funding over a three year period.

The meaning of "Core French"

The notion of Core French can vary considerably across the country. Generally speaking, Core French means "a basic program in French as a second language where French is the subject being studied and the language is taught in periods that vary between 20 and 50 minutes a day" (*Dialogue*, 2,1).For the purpose of this study, however, it was decided to expand the notion to include not only the above but also the various "extensions" and "enrichments" of the basic program. The term Core French is thus used to differentiate this type of program from immersion programs where French is not only a subject but is used as a medium of instruction for other subjects during the whole day or at least for a significant part of the day.

Objectives of the study

The objectives of the Study were:

a) to examine policies, programs, and activities in Core French in different parts of Canada;

b) to pool ideas, experience and research on the planning,organization, curriculum development, teaching approaches, teacher education and professional development, as well as on resources, and evaluation, and in this way to demonstrate a mechanism and establish a basis for cooperation and exchange of thought and information across Canada on all matters pertaining to Core French;

c) to identify, through these and other measures, ways and means to substantially strengthen Core French so that higher proficiency levels are reached as a normal outcome of Core French and that Core French be better integrated into the framework of general education and make a greater positive educational impact on the overall curriculum.

Direction of the study

At two CASLT conferences preceding the launching of the Study, the members of the Association had approved motions asking their Board of Directors to examine the "multidimensional approach" concept proposed by Stern in 1982 in *The Canadian Modern Language Review* and in 1983 in *Foreign Languages: Key Links in the Chain of Learning* and to determine its applicability to Canadian Core French programs. This mandate would become the interpretation given to the third objective stated above and would supply the Study with its frame of reference.

The adoption of curriculum as the main area of study appeared self-evident to CASLT which had regularly noted contributions from a number of authors on this topic in its *Bulletin*. The main reasons for CASLT's orientation can be grouped under three main headings:

1) There is a growing trend toward increasing the time allotment for Core French. Although linguistically oriented content might formerly have been acceptable, the extra time given to French implies that this subject should make a more significant contribution to the general education of the student. It is, therefore, important that the course content be richer.

2) Results from immersion courses and from research on language acquisition tend to show that a language is not learned solely through concentration on form and practice. Ways must be found that will also allow the student to perceive language more globally, this perception being achieved by doing things with the language, not just through learning it.

3) Communication is now perceived as the ultimate aim of French language studies. This concept of communication has been given a number of interpretations since its arrival on the language teaching scene. It will only be noted here that second language teaching should not be limited to the learning/acquisition of abilities to be used in a distant future but rather that the experience of communication in the second language must be an integral part of the second language curriculum. It is in this manner that the L2 curriculum can best contribute to the general education of the student.

It must be noted from the outset that if curriculum was at the center of the Study members' deliberations, it also triggered work in areas such as pre-service and in-service training, evaluation, etc. But due to a lack of resources, both human and financial, it was not possible to examine everything and the choice of curriculum, in the multidimensional curriculum perspective proposed by Stern, looked like the best starting point under these circumstances.

This multidimensional approach, which will be discussed in detail later on, comprises four

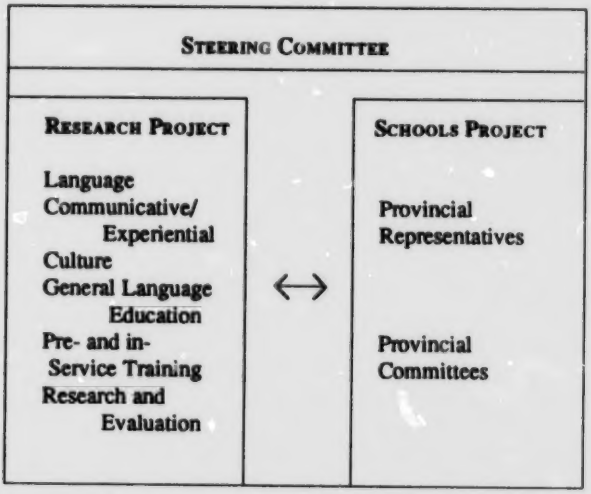
basic components named "syllabuses" that essentially constitute the "multidimensional curriculum": the LANGUAGE Syllabus, the COMMUNICATIVE/EXPERIENTIAL Syllabus, the CULTURE Syllabus, and the GENERAL LANGUAGE EDUCATION Syllabus. To supplement the work on these four syllabuses, TEACHER TRAINING and RESEARCH AND EVALUATION task forces were also created.

Organization of the study

A study of this size must take a number of variables into account. The by-laws of CASLT require an annual change of its Board of Directors. This requirement created problems in continuity. The CASLT executive retained responsibility for receiving the grants and for the project in general but turned over responsibility for the administration of the Study to a Steering Committee. After some changes in the administrative structure, the Steering Committee was composed of the President and the Vice-President of CASLT, the Director and the Associate Director of the Study, two representatives from the research task forces, and two representatives from the provinces. A representative from the Department of the Secretary of State was also present at all Steering Committee meetings.

Because education is under the sole jurisdiction of the provinces, it was neither possible nor desirable to set a study of this type in motion without both their approval and their involvement. Approval from each of the provinces was obtained during the 18 months preceding the go-ahead signal from the Department of the Secretary of State, due in large part to the good offices of the Council of Ministers of Education of Canada (CMEC). In approving the project, the provinces were committing financial support as well. Each province was asked to designate a representative to the Study and to set up a provincial committee that would examine the documents and recommendations coming from the Study, thus insuring concrete provincial participation in the work being done. The Study was designed, therefore, as a collaborative project. Table 1 (next page) illustrates the organization of the NCFS.

TABLE 1



Results of the study

It must be emphasized from the outset that *the end product of the Study is not a complete, "ready-to-wear" curriculum.* The reason for this is two-fold. First, provincial jurisdiction over educational matters has to be taken into account. In that context, it became unthinkable for the Study to come up with one solution that would apply throughout the country. Moreover, such an intent could have had a limiting effect on each of the syllabuses, the quantity of materials then becoming a variable to be taken into account. Our impression was that the variety of the teaching/ learning situations in Canada called for comprehensive syllabuses where interested persons could find useful elements to assist them in their own teaching situations.

In addition to the Synthesis, the Final Report of the Study is made up of documents provided by each of the syllabuses and by the RESEARCH AND EVALUATION group. We attempt to show how the proposed solutions can be applied while taking into account regional

differences. For a better understanding of this Synthesis, it is recommended that the reader refer to the other documents in the Final Report.

Organization of the synthesis

The chapters relating to the four syllabuses are organized as follows: a) a short review of the justification for the syllabuses as proposed by Stern at the beginning of the Study; b) results obtained by the syllabus task force as interpreted by this author and his formulation of various conclusions. Questions relating to integration, evaluation, and professional development are raised in subsequent chapters, each producing further conclusions. A list of these conclusions appears at the beginning of this Synthesis.

LIST OF CONCLUSIONS

Introduction

The following list of conclusions will allow the reader to have an overview of the directions taken in this synthesis. These conclusions are the author's interpretation of the results of the work done by the members of the four syllabuses task forces as well as that of the research and of the teacher training task forces. We have tried to follow a logical sequence in establishing the following list but these conclusions will only have their full value when read in the context of the various documents comprising the Final Report. It might also appear to some readers that many of these conclusions introduce known content and even content already in use in their pedagogical environment. This impression is created because, on the one hand, it seemed useful to give as complete and integrated a picture of our conclusions as possible and, on the other hand, it became obvious, during our observations of the wide variety of language teaching methodologies across Canada, that what seemed well in place in a given environment remained to be discovered elsewhere.

What follows is the list of conclusions of the National Core French Study.

A MULTIDIMENSIONAL CURRICULUM...

1) The general objectives of the Core French program must be the learning of French

as a means of communication and the contribution it makes to the general education of the student.

2) The introduction of a multidimensional curriculum can greatly help in reaching these objectives.

3) To take into account the complexity of language, a multidimensional curriculum should comprise at least four components: a language syllabus, a communicative/experiential syllabus, a culture syllabus, and a general language education syllabus.

A LANGUAGE SYLLABUS...

4) The language syllabus is an inventory of the language items the student must learn to be able to communicate in French in natural situations.

5) Communication as an objective requires that the content of the language syllabus take both language use and usage into account.

6) Content relating to language usage includes sounds, vocabulary and grammar. These elements constitute the linguistic code.

7) Code mastery is essential but not sufficient for communication.

8) Content pertaining to language use includes functions and the utterances related to them as well as discourse units.

9) Functions describe communication intentions of the speaker while utterances related to them illustrate such functions in context. This functional analysis takes place at the sentence level.

10) Discourse units are those that allow us to go beyond the sentence level to take into account what is happening in sequences that constitute discourse.

11) The teaching of all language syllabus content must be done in context, that is by taking into account the speakers, the topic, and the frame of reference.

12) The language syllabus takes its contexts from the other three syllabuses and, in particular, from the communicative/experiential syllabus.

A COMMUNICATIVE/EXPERIENTIAL SYLLABUS...

13) The teaching of language as a means of communication implies the primacy of message over form. There is, however, a close relationship between the accuracy of the message and of the form that must be taken into account by language teaching theory.

14) The communicative/experiential syllabus is an inventory of environments where the second language is both a means of communication and a prerequisite for learning.

15) Environment is the context in which the student finds himself.

16) The environments in the communicative/experiential syllabus are taken from the fields of experience of the students.

17) Experience is the result of repeated interactions of a person with his environment.

18) Language experience is the result of the use of language when interacting with the environment.

19) As far as language is concerned, interaction with the environment involves three basic situations: comprehension, production, and negotiation.

20) From the listener's perspective, comprehension implies the evaluation of input in relation to his needs, to his interests at that time.

21) Production is the result of the student's effort to interact with his environment to satisfy his needs, his interests at that time.

22) Negotiation is the linguistic interaction between a person and his environment both at the comprehension and production levels.

23) The fields of experience that favor the use of language come from the observation of the relationship person/environment in its physical, social, civic, leisure, and intellectual dimensions.

A CULTURE SYLLABUS...

(24) The culture syllabus is an inventory of the domains constituting the minimum cultural content likely to allow for correct interpretation of the second sociocultural environment.

(25) Language and culture are inseparable. Culture must, therefore, constitute a full component of the second language curriculum.

(26) Culture that is meaningful for the students is alive, dynamic, and modern. These characteristics must be reflected in its presentation.

(27) The complex, varied, and fluctuating character of cultural facts makes it imperative to replace an encyclopedic teaching of culture with one based on comprehension.

(28) Culture is omnipresent in situations of real communication which, in turn, are the basis of the communicative approach.

(29) Cultural facts constitute the starting point for reflection on sociocultural reality and its valid interpretation.

(30) The inclusion of a cultural dimension in the second language curriculum must first lead toward the sensitization of the student to the second culture.

(31) An awareness of the second culture can be developed by starting from facts of the local culture and gradually going on to regional, provincial, national, and international cultures.

(32) The main sources of cultural facts are the presence of French-speaking people, their history (in so far as it helps to explain the present), their dialects, their daily life, and the international dimension of their reality.

A GENERAL LANGUAGE EDUCATION SYLLABUS...

(33) The general language education syllabus is an inventory of linguistic, cultural, and strategic content likely to help both with the second language learning and with the general education of the student.

(34) To be a part of the student's general education, second language teaching/learning must help him establish links with other aspects of his life as a student.

(35) The general language education syllabus helps in establishing links between the language course and the student's development through activities oriented towards broadening his horizons and helping him function as a learner.

(36) The establishment of relationships between the language course and the student's development implies in the latter conscious awareness of a linguistic, cultural, and strategic nature.

(37) Linguistic awareness is the explicit knowledge of certain aspects of the nature of language and its role in people's lives, and an openness toward this knowledge.

(38) Cultural awareness is the explicit knowledge of certain aspects of the nature of culture and its influence on people's values, and an openness toward this knowledge.

(39) Strategic awareness is the gradual mastery of the structures of knowledge and the control of learning activities.

(40) Classroom activities leading to the various types of awareness presuppose familiarization with the language they contain.

(41) The main sources of facts likely to promote the development of linguistic awareness are phenomena linked to language productivity, language creativity, language stability and change, social variation, and form/message dichotomy.

(42) The main sources of facts likely to promote the development of cultural awareness are phenomena linked to culture dynamism, stability and change, diversity, codes, and modes of transmission as well as success in the use of culture.

(43) The main sources of facts likely to promote the development of strategic awareness are reflection on the gradual mastery of knowledge and know-how and the strategies linked to the acquisition of this mastery.

AN INTEGRATED PEDAGOGY...

(44) Considered not as a code but as the main vehicle for communication, language is a global and functional entity, the integrity of which must be respected.

(45) It is through integration of content, proposed by the various syllabuses, into coherent teaching units that the integrity of language will be best respected.

(46) Syllabus integration must provide the student with the opportunity to live second language experiences relevant to him while allowing him to develop his own learning strategies.

(47) The pedagogical approach must be based on the view one has of the subject to be taught and the learning process used by the learner to master it.

(48) The competent user of the language must have grammatical, discursive, sociocultural, and strategic knowledge but above all he must be able to use this knowledge in authentic communicative situations.

(49) Because it constitutes a way of introducing language in situations of authentic communication that is applicable in the classroom, the experiential approach must be seen as the basis for teaching the integrated multidimensional curriculum.

(50) The experience of using language for purposes of communication is gained through educational projects.

(51) The educational project is a unit of work of variable length which involves both reflection and constructive action with regard to learning and which turns out a concrete product.

(52) The main sources of the educational project are the student's various fields of experience. Such fields are listed in the communicative/experiential syllabus but can also come from the culture and the general language education syllabuses.

(53) The selection of fields of experience must take into account the student's cognitive, affective, and social maturity level.

(54) In the allotment of content, the personal and pedagogical imperatives underlining each of the three target levels will be taken into account.

(55) Selected fields of experience must be open to the integration of content from all other syllabuses. This integration has the effect of validating this content.

(56) The recommended approach for experiential learning includes three phase: a preparatory phase, an experiential phase, and a reflective phase.

(57) If the experiential approach forms the basis of the pedagogy of the multidimensional curriculum , it is not sufficient to ensure on its own an acceptable mastery of language.

(58) The use of this approach involves sufficient language preparation and a follow-up that will allow for the consolidation and expansion of the target language content that arises during the student's experience.

(59) The correct use of language implies knowledge that can be acquired through an analytical approach which then allows for recognition of the components of language behavior.

(60) Recognition of the components of language behavior implies that the analysis, reflection, and comparison be made in context and justified by this context.

(61) The analytical approach pertains to a cognitive model of language learning and implies a gradual acquisition of linguistic knowledge and the development of the ability to use it.

(62) The preferred approach of the cognitive model includes a cognitive phase (conscious knowledge), an associative phase, and a (quasi-)automatic operations phase. This approach holds for all the language syllabus content as well as for that from the other three syllabuses when acquisition of knowledge is involved.

(63) Because learning is gradual, it is through reinvesting new knowledge in more and more complex contexts that the learner can ensure his progress.

(64) Objectivation is the recommended technique for reinvestment where the student goes from an initial inability to function to an ability to function with assistance and, ultimately, to the ability to make personal decisions.

(65) As far as language skills acquisition is concerned, it is usual to progress from receptive to productive skills.

AN EVALUATION PROCEDURE...

(66) Evaluation is an integral part of any pedagogical approach in second language teaching.

(67) Since language learning happens over a long period of time, resulting in constant evolution in the learner, it is essential to use formative evaluation which allows close monitoring of this evolution.

(68) Summative evaluation is also necessary, at least in all cases where administrative or personal decisions have to be made concerning the student.

(69) The practice of alternating between the experiential and analytical approaches influences the method and the content of evaluation.

(70) The evaluation of the level of success in communicating implies the acceptance of a portion of subjectivity in the judgment.

(71) Accuracy of expression constitutes a legitimate object of evaluation .

(72) Attitudes must not be part of the criteria measuring success in a French as a second language course.

(73) Tasks used in evaluation must have a formative value for the student.

(74) The student must be involved in the evaluation process.

(75) There are techniques which allow us to respond to the evaluation needs of the multidimensional curriculum. Many of them are briefly introduced in the research and evaluation task force document on this subject.

A FEW TEACHER TRAINING REQUIREMENTS...

(76) In the context of pre-service training, the second language teacher must receive a solid general pedagogical training to acquire basic principles which will permit him to see connections between changes which will surely occur during his career.

(77) The French as a second language teacher must have a thorough knowledge of French so that he can assume his role as a language model for his students.

(78) The French as a second language teacher must have a solid knowledge of the target culture to be able to interpret messages correctly in terms of the social, esthetic, and ideological dimensions that underline them. French cannot be reduced to translated English.

(79) Beyond current knowledge of language, the French as a second language

teacher must also be a specialist in content, that is, be able to reflect on his knowledge of language, culture, experience, and general language education. In other words, he must master his subject.

(80) The French as a second language teacher must have a sufficient understanding of language learning/acquisition processes so as to be able to correctly interpret what is happening in the classroom and make the right choices in his teaching.

(81) The French as a second language teacher must know the main learning strategies and the effects of their application.

(82) The French as a second language teacher must have a sound knowledge of the nature of authentic communication and its possibilities in the classroom.

(83) The French as a second language teacher must master techniques and approaches related to experiential and analytical approaches and to "objectivation".

(84) The French as a second language teacher must learn to promote the active participation of the student in all kinds of activities and responsibility on the part of the student for his own learning.

(85) The currently employed French as a second language teacher must have at his disposal at the school board or ministry level, an integrated system of professional development which will meet his perceived or known needs.

(86) Among the means that should be available to the French as a second language teacher to improve his training are a) training sessions led by teacher trainers up-to-date on the new approaches, b) self-directed training sessions with the help of support materials, c) structured experiences of peer training, d) exchange programs, and e) bursary programs for extended stays in francophone environments.

(87) It should finally be obvious that assistance in professional development necessarily includes availability of relevant and effective classroom materials including reference materials.

A FEW GENERAL DIMENSIONS...

(88) For a number of reasons, it was not within the mandate of the Study to propose French as a second language performance objectives. This responsibility falls on the provinces who might be interested in following the pedagogical line developed by this Study.

(89) Every effort must be made so that all students in Core French programs are exposed to this subject for 40 minutes a day from grades four to twelve inclusively.

(90) The numerous occasions for sharing knowledge and experience brought about by the Study have shown the value of a mechanism allowing provincial coordinators of Core French programs to meet regularly to continue such exchanges.

(91) The Study has produced teaching materials illustrating many of the dimensions discussed in these pages. These examples were developed for grade 6, 8, and 10 students respectively.

(92) Research by the Study has brought about the preparation of materials based on one or another of the aspects developed by researchers along the way. Materials already published include the series "Pour tout dire" produced by the National Film Board of Canada.

Chapter

1

THE MULTIDIMENSIONAL CURRICULUM

Initial Justification

The multidimensional curriculum proposed by Stern (1983) evolved from a meeting of experts held in Boston in 1980 at the request of ACTFL (American Council on the Teaching of Foreign Languages). During that meeting, five specialists and two responding panel members had introduced points of view on what should be, according to each of them, the priorities of the profession in language teaching/learning for the 80's. These various contributions were then put together by Stern under the name of multidimensional curriculum.

Curriculum, as it is used here, comprises the content, objectives, and methods used in second language teaching. The components of the multidimensional curriculum are organized in separate syllabuses, i.e. content descriptions organized in successive levels of difficulty. Stern's multidimensional curriculum is made up of a language, a communicative/experiential, a culture, and a general language education syllabus.

The idea of a multidimensional curriculum is the result of observation and research over the last 25 years. More precisely, it evolved from the growing awareness toward the end of the 70's that the main problem facing the language teaching profession was not the *how* (the teaching method) but rather the *why* and the *what* (the objectives and the contents).

Moreover, a belief has evolved, on the one hand, as a result of research on language teaching

in real communication situations, and, on the other hand, as a result of practices such as student exchanges, for instance, about the value of similar approaches and about content that is meaningful for the learner. This belief has led to the conclusion that it is counterproductive to delay introducing real communication to language students until the end of their studies.

The concept of a multiple approach is also one that seems to correspond best with what is now known about language and its complexity. This complexity comes not only from the linguistic system itself but also from the social context where it is used and from the fact that it meshes with the culture of the users. And since language acquisition psychology sees similarities between first language acquisition, second language learning in a natural environment, and classroom second language learning, it seems reasonable that the curriculum should reflect some of these characteristics.

The development of four syllabuses presents, however, major challenges since many of the dimensions being explored in the field of language teaching/learning remain somewhat unknown and/or poorly defined. It then becomes important to proceed by successive approximations and to use the experience gained at each step of the way as the basis for better decision making later on. It is also important that, when approaching the study of a language from various angles, we ensure that the introduction of each dimension contributes to the study of the others so that the time variable does not become an obstacle to the implementation of a multidimensional curriculum in the French language classroom.

Results from the study

Six years after these pronouncements by Stern, the results of the Study show the accuracy of his thinking on what is needed in second language teaching. Through their reading of a large number of authors, the researchers in the Study have been able to identify an emerging consensus on language teaching which indicates that the teaching/learning of a second language must be motivated, i.e., that it must have justifications that are rooted in the learner and his environment. The *why* and the *what* questions referred to earlier are thus clearly put in the forefront.

At the same time, we cannot dwell on these two questions at the expense of the *how*. The appearance of the communicative approach or, more precisely, of the communicative approaches and the pedagogical chaos they have sometimes caused, has clearly shown that close links must exist between the three components if language teaching is to be successful. We will return to this question, in particular when discussing the communicative/experien-

tial syllabus. We can say at this point, however, that our observations and classroom pilot studies have confirmed our belief that the student's experience in using the language in real communication situations has to be the basis for teaching/learning a second language.

One of the basic reasons for such an approach is the complexity of the subject studied. Recent works in the area of language studies have come from fields as diverse as sociolinguistics, pragmatics, discourse analysis, semantics, and psycholinguistics. This fact, as well as the complex nature of these studies, shows how difficult it can be to understand language. We can conclude, therefore, that language is so complex that it must be studied from various perspectives at the same time in order that the relationships between the various components of this complex means of communication can become progressively clearer for the student.

In the Study, the perspectives just mentioned have been assembled in four syllabuses: 1) language, 2) communicative/experiential, 3) culture, and 4) general language education. The following chapters deal in more detail with each of these syllabuses. As will be seen, detailed analyses in each of these areas have underlined its particular characteristics while clearly showing the links which unite them, which leads us to believe that these syllabuses truly are basic components of language defined as a means of communication. The fact that they converge facilitates the integration of these seemingly rather diversified contents into a curriculum and coherent pedagogical units.

A survey of French second language materials currently being used in various parts of the country shows that the tendency noted by Stern toward a certain unidimensionality in the curriculum persists. The structural method is still being widely used and, where more recent material is in place, many of these teaching tools wrongly claim to be communicative. Just to mention two frequent examples, language is still being taught, either out of context or in contexts that are not meaningful for the students. Yet it is essential, given the continuous struggle for class time, that second language teaching contribute fully to the general education of the student by offering as many occasions as possible for enrichment through contact with the second language. We feel that, at this time, this can best be achieved through the progressive introduction of some form of multidimensional curriculum in the schools.

This document, and all others produced by the Study, constitute an important step toward the development of such a curriculum. Even so, they still can only be seen as the first of the successive approximations foreseen by Stern and they should be read with this in mind. Nonetheless, they are the result of many hours of reflection, of research and of discussion and they constitute a coherent illustration of both the curriculum model proposed by Stern

and its applicability in the regular programs. It is on that basis that they are being offered to the various stakeholders in Core French.

Conclusions

Three conclusions seem to evolve as far as the general principles are concerned.

1/ The general objectives of the Core French program must be the learning of French as a means of communication and the contribution it makes to the general education of the student.

2/ The introduction of a multidimensional curriculum can greatly help in reaching these objectives.

3/ To take into account the complexity of language, a multidimensional curriculum should comprise at least four components: a language syllabus, a communicative/experiential syllabus, a culture syllabus, and a general language education syllabus.

Chapter

2

THE LANGUAGE SYLLABUS

Initial Justification

In Stern's view, the language syllabus is the one where language is seen as the object of study and practice. It is the one that corresponds most closely to the content of traditional language teaching. This traditional content is no longer adequate, however, since a language syllabus should take into account more recent developments in language studies. These developments imply taking into account the "use" as well as the "usage" of the language (both terms come from Widdowson) with, as a consequence, speech acts, discourse, notions, and functions included in the content for study and practice. From this perspective, the language syllabus must move, for instance, from a structural orientation toward a functional one with content provided by semantic, pragmatic and sociolinguistic analyses of language. This orientation does not imply the disappearance of grammatical categories but rather their more natural and carefully graded introduction that will correspond to the learners' needs.

The problem is two-fold. On the one hand, how do we do justice to both the structural and the functional contents and integrate them; on the other hand, how do we cut back on content, which will be essential if this new syllabus is to remain manageable. It is important to realize that in a multidimensional curriculum the language syllabus must decrease in size, not increase. A few authors have suggested ways to do this. Allen proposes a variable focus curriculum, Valdman talks about a carefully graded cyclical progression while British authors

believe in a presentation based on mastery levels expressed in terms of concrete speech acts. There is no need to start from level zero, however, and these various suggestions imply that a language syllabus that is both enlarged and economical is not an impossibility.

Stern concludes his discussion on the nature of the language syllabus as follows: 1) the language syllabus is essential for all forms of language teaching; 2) such a syllabus must contain structural and functional elements (in other words, a syllabus made up only of grammar forms and vocabulary is inadequate as would be a syllabus that ignored these); 3) a structural-functional syllabus can probably best be developed by working from preestablished mastery levels as far as topics, situations, and skills are concerned (but a mere list of subjects, situations, and skills, although a necessary step in that direction, does not constitute an adequate syllabus).

The pedagogical approach that should be favored for such a syllabus is the analytical approach which allows for observation of and reflection on language items, leading to a gradual understanding of how the linguistic code works. This orientation does not mean that the analytical approach must be the only one used in teaching the language since experience has shown that language analysis is not sufficient to ensure a functional knowledge of the language. We will return to Stern's position on the multiplicity of approaches in the next chapter on the communicative/experiential syllabus.

Results of the study and conclusions

Language teaching/learning is now putting the emphasis on the ability to communicate in natural language use situations. The introduction of this communicative dimension in language teaching has resulted in a gradual distancing from formal analysis of language, as practiced by linguists, toward functional analysis of language where the latter is studied as a means of communication.

The question becomes, "What do we mean by communication ?". The research by the members of the language syllabus has led to the identification of a number of characteristics underlined by various authors. Observations by Canale (1983) and by Akmajan, Demers, and Harnish (1986) are useful here. For Canale, communication has the following characteristics:

1) it is a form of social interaction;

2) it is highly unpredictable and creative at both the form and the message levels;

3) it takes place in discourse and sociocultural contexts which limit it use while at the same time supplying cues on how to interpret the statements;

4) it is limited by conditions such as memory capacity and the speakers' state of tiredness;

5) it is always aimed toward an outcome, for instance, persuasion, promise;

6) it implies the use of "authentic" language;

7) it succeeds when the message is understood by the listener.

As for Akmajan, Demers, and Harnish, communication can be described by using pragmatics as a starting point. The main steps of the process are as follows:

1) at the speaker's level, the problem is to get the listener to understand his intention to communicate;

2) the speaker must know how to choose to express himself in a way that will facilitate the listener's task while taking into account the context where the communication is happening;

3) as for the listener, his problem is to correctly understand the communication intention of the speaker from the words chosen and from the context of the statement.

It is not necessary to discuss these two interpretations here, as these contents and many others have been examined at length in the language syllabus. It should be obvious, however, that communication is a highly complex phenomenon and that its inclusion in second language teaching constitutes a formidable challenge. Fortunately, various language studies are beginning to produce elements of answers that can be integrated into the linguistic content of language teaching.

In his writings, Stern gave the language syllabus the responsibility for taking stock of areas of language studies as seemingly diverse as pragmatics, discourse analysis, and semantics, and for determining what they could contribute to the syllabus. It soon became clear that the object of each of these disciplines, which have only recently come to the forefront of language studies, was not very well defined and that a lot of overlap could still be found among them. To take but one example, the concept of speech act appears in each of these disciplines with different meanings, an indication of the problems created at the syllabus level. However, the members of the syllabus task force were able to observe a number of convergent and divergent items that turned out to be useful in both their deliberations and the development of their syllabus. Taking into account the linguistic and the communicative dimensions involved in teaching a language as a means of communication, we can as a result indicate that, at the general level of content,

4/ The language syllabus is an inventory of the language items the student must learn to be able to communicate in French in natural situations.

To communicate in French is, on the one hand, to use appropriate linguistic forms. Consequently, there is a place in a language syllabus for phonological, morphological, syntactic and semantic items, knowledge and practice of which lead to acceptable use of the linguistic code. This dimension of language teaching is relatively well known and is part of the pedagogical approach used by all teachers who are aware of the necessity of knowing the rules of language "usage", (usage being borrowed here from Widdowson), if communication is to reach an acceptable level. We will deal with this aspect later.

On the other hand, to communicate in French is also to observe the rules of language "use" that govern the proper utilization of language. Here also, we are borrowing the term "use" from Widdowson. Language use rules, to a large extent, go beyond the level of the code to encompass the level of the context in which an utterance (or a string of utterances) is made.

Thus, of all the various areas of language study noted earlier as being part of what the language syllabus should examine, only semantics limits its field of study to the interpretation of sentences in and of themselves. In all other cases we find, in one form or another, the study of the relationship between the linguistic forms and the context at both the sentence and the discourse level (i.e., a chain of utterances). We can, therefore, recognize the need for the language syllabus to introduce both the study of the language as a system and the study of this system in its various contexts, that is, when it is used to communicate.

Recognizing the importance of the relationship between form and context is fundamental if one wishes to add a communicative dimension to language teaching. Semantics teaches us that a statement such as "I paid $20" has a basic meaning that is mostly tied to that of each of the words in the statement.But this form, like the vast majority of linguistic forms, is not used in only one context, such as the answer to a request for information. It can also be used to express dissatisfaction if we feel that the price is too high, anger if we learn that our friend has paid only $10, smugness if the other has paid $30, and so on. It is in this perspective that the structural approach is limited when it teaches linguistic forms in single contexts, thus giving these forms a single meaning. Since it is obviously impossible to teach, let alone to learn, all the forms corresponding to all situations, we find ourselves at a dead-end. An approach that takes context into consideration rescues us from this one-utterance-one-situation rut and allows the student to understand a very important characteristic of the utterance, the

fact that it has many possible different meanings according to the rules of language use. We will therefore say that

5/ Communication as an objective requires that the content of the language syllabus take both language use and usage into account.

We noted earlier, in passing, that the contents pertaining to language usage should find their way into a language syllabus and it may now be appropriate to examine this further. The question most often asked when discussing linguistic communication concerns the role that the linguistic code can play in the acquisition of the whole process. There are, in fact, a number of examples of communication in which the knowledge of the code is either non-existent or, at best, minimal. It is possible, for instance, to enter a restaurant in a French environment, say the word "manger", and, if one indicates the ability to pay, get something to eat. The same can happen if one points out an item at random on a menu. An invitation can be issued by using a motion, a look. In such cases, there is obvious communication since the result is a suitable answer from someone in that specific environment. It should also be clear that this means of communication is very limited in scope and can only be used at the most elementary level of interpersonal communication.

As soon as the language user feels the need for a more complex level of communication, the question of accuracy enters into play. In fact, the more refined the communication needs are, the more necessary it becomes to be able to use the code properly. There is a close relationship between the quality of communication and that of the code and this is found at the level of sounds, vocabulary, and the grammar.

Although it might not seem necessary to demonstrate the need to be able to use the phonological system of the language properly, a survey of recent language teaching materials conducted as part of one of our seminars in education shows that the place of this component is not at all obvious. The danger resulting from a decision not to work on sound and suprasegmentals is that fossilization of bad or poor pronunciation habits will take place.

More surprising, however, is the almost complete absence in these same materials of approaches that could be used to teach vocabulary. It is very difficult to imagine a somewhat complex level of communication where the people involved would not have the necessary vocabulary to express what they have to say. Even if we presume, as Galisson does, that vocabulary is highly individual, this does not justify ignoring vocabulary teaching. We will see later on that vocabulary introduction is the preferred way to prepare the student for a second language experience. So, for the time being, we will only postulate its importance.

The place of grammar in a communicative approach has been the center of some controversy

over the last few years. Some have argued that repeated contacts with the language would be sufficient to allow the student to develop his own grammar since this is what happens when a language is acquired in a natural setting. This process raises two points. First, if it is true that using a communicative approach requires the use of language in real communication situations in the classroom, such situations must nevertheless be fairly limited, given the time constraints of the Core French program. Second, because of these same constraints, the time allocated to the learning of a second language must be used as efficiently as possible; the efficiency of the trial and error approach in time-controlled situations has certainly not been established. Observation of the language and reflection on its functioning constitute, we believe, an economical way of acquiring a knowledge of the code. This belief does not mean that we can be satisfied with the type of grammar still used in language courses where the rules and their exceptions are learned for their own sake. However, a pedagogical grammar, i.e., a grammar where content is motivated by communication needs, can play a fundamental role in the eventual acquisition of communication skills at a reasonably high level of refinement. And so, we will say that

6/ Content relating to language usage includes sounds, vocabulary and grammar. These elements constitute the linguistic code.

In an earlier conclusion, we suggested that using the language to communicate implied going beyond language usage to language use, i.e., the use of language in context. And so, when we indicate in the conclusion immediately above that content pertaining to usage should include sounds, vocabulary and grammar, it should be obvious that there remains an important gap to be filled between language usage and language use. Nevertheless, as the above conclusion indicates, we do not intend to ignore language usage and the language code in our proposed teaching approach. It must be clearly established that

7/ Code mastery is essential but not sufficient for communication.

Not sufficient, we know, because it is not possible to reach the level of language use rules. We are all familiar with content pertaining to language usage. This familiarity is not necessarily the case for content pertaining to language use, because studies on this dimension of language and language teaching have been mostly conducted within the last fifteen years. As a result, a lot of data must still be worked on. Again we must state, however, that we are not starting from zero.

The work of The Council of Europe provided one of the first indications of how to gain a better understanding of language use. Starting from the premise that language is used to

communicate, researchers examined the idea that language could be analyzed in terms of the functions that utterances could have in a communication act. For instance, a given utterance can function as a request for information, a request for permission, a refusal, the expression of a feeling, etc. By describing the language along those lines, it became possible to clearly establish the content that a given group of learners should be taught, by establishing a close relationship between the needs of these learners and the functions most likely to help satisfy these needs. All that remained was to choose, from among all the possible ways of expressing a given function, the ones that were best suited to the members of the group.

But the study of communication has also shown that communication is not accomplished in small discrete units and that learning a string of sentences does not necessarily lead to the acquisition of communicative skills. This realization has led to research on what is now being called discourse, that is, communication units larger than the sentence. The work of the language syllabus task force has shown that these two large categories of content should be dealt with. We will then say that

8/ Content pertaining to language use includes functions and the utterances related to them as well as discourse units.

The functions of an utterance offer the opportunity to look into the concept of the intention to communicate. The speaker's intention to communicate and how it is interpreted by the listener together with knowledge of the context, constitute the basis of oral communication. As noted earlier, an utterance by itself has a relatively neutral meaning, mostly supplied by the words it contains. "It's warm" is a statement that gives information. It is quite possible, however, that in situations where the information is already known, this same statement is being used by the speaker to suggest, even to order, that the air conditioning unit be turned on. In such circumstances, it is essential for the listener to correctly identify the intention of the speaker, lest the communication fail.

Intention to communicate can be more or less easily recognized depending on the speaker's level of ability in using the language and the types of needs being experienced. A statement used to give information becomes more difficult to interpret when it is used playfully or ironically. Contents to be included in a language syllabus must take all of this into account when determining what should be adapted (or not) to the level of the learner.

For these types of reasons, it is not sufficient for the language syllabus just to establish the communication intentions that should be part of a program of studies at a given level. The syllabus must also indicate what utterances related to these intentions should be taught. It would be unrealistic, for instance, to include in a primary level program utterances that are

never used by children of that age. Furthermore, including examples of utterances related to communication intentions in the syllabus allows the teacher to use it as a reference document when a decision has to be made on some unforeseen utterance appearing in an authentic document or when a need arises out of the classroom.

Finally, as noted earlier, utterances related to the intention to communicate must necessarily be introduced in context for it is only in context that they take on their full meaning. It can then be said that

9/ Functions describe communication intentions of the speaker while utterances related to them illustrate such functions in context. This functional analysis takes place at the sentence level.

Another aspect of language studies that appears useful in preparing a language syllabus is that of discourse analysis. The first observation is that communication is not limited to one sentence at a time but goes well beyond this traditional unit of teaching. The teaching of isolated sentences is not likely to help the student understand an exchange such as:

- A glass of white wine, please.
- It's not yet noon, sir.
- I'm sorry.

Each of the utterances has its own basic meaning. Understanding that the customer will not get his glass of wine because the law does not allow alcohol to be served before noon depends on knowledge of the context. But above and beyond the knowledge of context, which is essential to good comprehension, it must also be noted that communication involves more than one sentence and is not over until the last sentence has been uttered. The study of language beyond the level of sentence is the object of discourse analysis, which can be defined as the description of the hierarchical structure of conversation. This description can take place at different levels. Let us illustrate three of them.

We are already aware of the relationship between the various units of conversation from the white wine example above. A further example is the following exchange heard recently:

- What are you doing?
- What do you think?
- Again?
- I'm afraid so!

This exchange was clear for the two participants since the context, that of a person having

been at work on a long report for several days, helped in establishing the function of each of the utterances and the general meaning of the total exchange.

Going beyond the utterance level can also have an effect on the very content of the utterance. For example,

- When will papa repair my bike?
- He'll do it tomorrow.

In examining the answer to the question, we realize that two of its units have meaning only because there was a question beforehand. "He" replaces "papa" while "it" replaces "repair my bike".The use of pronouns to replace other lexical units (referred to in French as an "anaphore") is only found in situations where communication goes beyond the sentence level. This must be addressed in the language teaching strategy.

Finally, going beyond the sentence level in discourse analysis also means examining the functioning of communication in order to establish the rules which are followed. In his mother tongue, the individual intuitively knows the discourse markers which indicate that the speaker wants to continue speaking, give up his turn, get it back, etc. The value of intonation, of pauses, as well as observation of the non-verbal dimensions of communication, thus become part and parcel of what the student must know about language.

It is easy to see that these types of speech units will be necessary if communication is to succeed.

10/ Discourse units are those that allow us to go beyond the sentence level to take into account what is happening in sequences that constitute discourse.

Content pertaining to language use such as that just discussed, as well as that pertaining to language usage introduced earlier does not possess true communicative value in itself. It is the context that provides that value. This fact implies that, not only in describing content but also in teaching, a constant effort to contextualize will be required.

Placing something in context means first taking the speakers into account. For instance, the relative status of the people taking part in an exchange has an effect on the formulation of messages. This effect is felt in the content of the message, in the language register used, and it might even determine whether or not there is an opportunity to formulate a message. Between two friends, the question, "Have you seen my wife?" is normal and should produce an acceptable answer. With a stranger, it would be much better to supply a description if the answer is to be useful. It is acceptable to say, "Be careful" to our child who just ran into us

but we will probably say, "Excuse me, I didn't see you" to our boss in similar circumstances. And the newest member of a group of teachers will probably choose not to discuss his personal problems with his principal.

To put something in context is also to take into account the topic of the communication. A reproach is not formulated in the same way as a compliment. One does not express feelings the same way as one gives information on a street corner. Complex topics are not treated the same as topics familiar to everyone. The topic of the communication can therefore have an effect on the language that will be used.

Finally, to put something in context is to take into account what could be called the frame of reference of the communication. The reason for the communication, i.e., the purpose of the exchange, plays a role in the form that its content takes. A request for information formulated as an order usually turns out to be unacceptable and is likely to cause a break in the communication. The physical place where the communication is taking place can also determine the form and content. Conversations at a restaurant and in church are normally very different, both as to topic and form. We can thus say that

11/ The teaching of all language syllabus content must be done in context, that is by taking into account the speakers, the topic, and the frame of reference.

If we stop to think about the integration of the content of the language syllabus with that of the other three syllabuses in a contextualized manner, we can see that it would be desirable to use content from the other three syllabuses as context for the language syllabus content. This is exactly the position taken by the language task force members. The themes of the messages or, in other words, what the communication is about must be drawn from the other syllabuses, in particular, from the communicative/experiential syllabus. Since these themes, as well as the language syllabus content, have been chosen with the student's level of development in mind, it becomes easy to establish the links that are necessary for successful integration, the language syllabus content supplying the units that will make it possible to deal with these themes in the second language. It can thus be said that

12/ The language syllabus takes its contexts from the other three syllabuses and, in particular, from the communicative/experiential syllabus.

Having said this, we must conclude this chapter by specifying the place of language in the complete sequence. Let us repeat much of what is written in the syllabus on this subject. First, the language syllabus makes a list of the units to which the students should be exposed and

gives indications, through specific teaching objectives, of those that should be systematically taught. Then, it emphasizes the importance of accuracy. It also shows the necessity of making the relationship between form and function explicit. Finally, it suggests that the student reflect on the functioning of language. Such objectives call for a particular methodology for this syllabus. In this sense, exposure to language only through experiential activities is not sufficient. This is why, while accepting the primacy of message over form in a communicative approach, the very existence of a language syllabus involves some level of analytical work on the code.

13/ The teaching of language as a means of communication implies the primacy of message over form. There is, however, a close relationship between the accuracy of the message and of the form that must be taken into account by language teaching theory.

In fact, language and the communicative environment must be as completely integrated as possible if mastery of both is to be achieved.

Chapter
3

THE COMMUNICATIVE/ EXPERIENTIAL SYLLABUS

Initial Justification

Stern's work, which provided the basis for this Study, refers to a "communicative" syllabus. The name was changed to "communicative/experiential" by the members of the task force during the initial phase of their work. The distinction will be explained when we discuss the results of this syllabus. In the meantime, Stern's terminology will be used.

The introduction of a communicative syllabus indicates a change in perspective in language teaching/learning when compared with the perspective in the language syllabus. The student no longer focuses on the language in order to come to an increasing understanding of its functioning. He finds himself, instead, in a situation where he must use the language for a definite purpose and he becomes involved, either directly or indirectly, in the lives of those who speak the target language. Because he usually cannot live in a community where the target language is spoken, the student must be given the possibility of working with educationally rich topics and with content that is relevant to him as a person.

The principle underlying the communicative syllabus has been in use for centuries. What is new is that the communicative dimension of language learning is not meant as a reward for those who have succeeded in passing through the various stages of learning the code nor should communication be delayed until the code has been fully mastered. A communicative

syllabus must lead the student toward the acquisition of communication strategies, toward ways of coping even when he does not have a good grasp of the language. And Stern continues:

To convert this idea into a syllabus the curriculum developer needs an inventory of communicative activities which truly engage the learner in communication. On the basis of this inventory we can develop an experiential/participative syllabus which complements the language and the culture syllabuses.

For Stern, the difference between the language and the communicative syllabuses is one of emphasis. If the emphasis in an activity is on language, then it belongs to the language syllabus. Conversely, if it is on the activity itself, then it is a communicative activity. It does not matter if language questions are discussed along the way: as long as this is done as part of the activity, then it is all considered part of the communicative syllabus.

Stern ends his theoretical justification of the communicative syllabus by proposing a classification of activities in descending order from the most (1.1) to the least (2.6) communicative.

1. *Field experience*

   1.1 Arrangements are made for learners to enter into or make contact with the second language environment through (a) travel, (b) residence, (c) exchange schemes, and (d) work and study in second language environment, or (e) cor respondence.

   Contact experiences can develop spontaneously, but in most instances do not arise automatically. They have to be regulated, especially when large numbers of students are involved. These experiences almost invariably involve learners in communication with an emphasis on "message" rather than "medium".

   1.2 Contrived arrangements

   The creation of a second language environment which provides an opportu nity for second language use: (a) total or partial immersion, (b) curriculum sub ject (other than the second language, taught in the second language), (c) second language school, (d) second language house, with pledge to use the second lan guage (e.g. Middlebury), (e) second language day/week-end or camp. Teach ing a subject or part of the curriculum in the second language provides excel lent opportunities for its use, illustrated well by immersion education.

2. *Creation of communicative situations within second language class* (Krumm 1980)

2.1 Class management and routine exchanges in the second language.

2.2 Communications within the second language class (instruction, other interaction) in the second language at all times/at selected periods.

2.3 Inviting native speakers into the second language class: exchange students, visitors.

2.4 Situations, topics and activities (high in student interest or educational value) presented through books, modules (kits, LAPs) or multimedia with focus mainly on the situation, topic, or activity (language focus instrumental to topic).

2.5 Emphasis on human relations in the second language class; creating an interactive social climate through personal exchanges in which participants get to know each other while working and playing together (Moskowitz 1978).

2.6 Deliberately created communicative activities: simulations, role playing, group discussions, case studies, communicative games.

The reader will have noted that by the end of the list it becomes more difficult to clearly establish what belongs to the communicative syllabus and what to the language. What is important is that the student be given the opportunity to use the second language both as a speaker and as a listener in real communication situations. When these conditions occur, we are definitely in the domain of the communicative syllabus. Stern concludes by noting that there have been very few empirical experiments along these lines and that references are still scarce.

Results of the study and conclusions

From the beginning of the Study, it appeared that the name communicative syllabus, proposed by Stern, created difficulties because of the many different meanings given the term communicative. It was therefore decided to make the orientation of the syllabus more obvious by adding the experiential dimension to its name.

The introduction of a communicative/experiential syllabus into a multidimensional curriculum is the result of the perceived need to have the student acquire communicative skills by doing things with the language rather than simply reflecting on it. In this syllabus, language is used to reach an educational end other than itself. It is thus a variation of the immersion principle that underlies the communicative/experiential syllabus.

When this view of language teaching/learning is examined in relation to the statement of the language syllabus that contextualization is essential to language teaching, it becomes clearer how both syllabuses can become complementary. The curriculum will contain elements

considered essential to both the linguistic and the personal development of the student. For the communicative/experiential syllabus, it is the development of communicative skills in situations of real communication and in experiences that are most likely to contribute to the general education of the student.

The development of communicative skills depends on the student's interest in communicating and his need to communicate. These two elements require that the student be placed in situations where he has something to contribute and where he is sufficiently motivated to do so. Consequently, the situations in which he finds himself must stimulate a desire to learn the language and whatever else is necessary for the communication to succeed. Thus, he learns to do something new. The challenge faced by the communicative/experiential syllabus is finding such situations adapted to the student's ability. The solution is found in the use of the student's environment. So,

14/ The communicative/experiential syllabus is an inventory of environments where the second language is both a means of communication and a prerequisite for learning.

The notion of language as a means of communication is as central to this syllabus as it is to the language syllabus. This definition of language has, on occasion, produced curious interpretations of its implication for language teaching. For some, the solution was an oral approach, with little attention being paid to the message. For others, if sequences of notions and functions were taught, the rest would take care of itself. The use of authentic materials in the classroom has also had its followers. Such solutions are not basically wrong. It is obvious that the spoken language plays an important role in communication, that the intention to communicate is relevant and that the models of real communication can be very useful. In isolation, however, each is only a partial solution to communicative language teaching.

Communication is carried out under complex conditions and it is reasonable to believe that similar sets of conditions must find their way into the classroom if the teaching/learning of the language is to be communicative. But the introduction of the outside world into the classroom is not always feasible and even though techniques such as simulation and role play can help to obviate the difficulty, the result is never really natural. Communication does not survive on artificiality for very long because an artificial topic is soon found to be unwarranted, unmotivated and foreign to the learner.

To ensure a learner-centered approach, the members of the communicative/experiential task

force have suggested that the content of the syllabus come from the student's environment. With this solution, the student is treated as a social being since

15/ Environment is the context in which the student finds himself.

The use of the student's environment as a source of content is not without difficulties. It is not obvious that the student will be sufficiently interested in what is happening around him to want to react to it. As these lines were being written, for instance, the Canadian Minister of Finance had just seen a major budget leak that could have had all kinds of repercussions throughout the country. Such a political question is obviously part of what is happening around the student, part of his environment. It is not as obvious that this particular portion of his environment constitutes, for the student at the primary level, for instance, a topic on which to build a communicative activity.

The student, not unlike the adult, is not interested in everything happening around him. The reasons for this lack of interest can vary: lack of knowledge, complexity of the topic in relation to the level of development, lack of relationship to his own experience, etc. To develop a syllabus, it becomes important to reduce the concept of environment to a dimension that is closely linked to the student. The solution suggested is the use of fields of experience. A field of experience is that aspect of reality in which the student has already developed certain knowledge, patterns of behavior, and attitudes. A communicative/ experiential syllabus should contain a list of contents that will be adapted to the level of development of the student. And so,

16/ The environments in the communicative/experiential syllabus are taken from the fields of experience of the students.

The experiences of the student often constitute the basis of his behavior because these are what he builds on when reacting to new situations of the same type. This consequence supplies us with at least two reasons to use these experiences. The first one is a certain level of confidence that, if a given topic has been a sufficient source of motivation to cause the student to react to it, it can do so again in his second language if, at the same time, it allows him to broaden his experience. The second is that this broadening of the student's experience has an educational value which contributes to the enrichment of the multidimensional curriculum.

It was noted earlier that experience includes knowledge, patterns of behavior, and attitudes. Knowledge is what the student knows about a situation, a topic. It is his level of familiarity

with them. Patterns of behavior are the ways a student reacts to a situation, a topic. Attitudes are the student's dispositions which influence his behavior.

These components are constantly evolving as a result of repeated contacts with the environment. These contacts bring about new knowledge, new points of view that are likely to have an influence on experience. It follows that the way to enrich the student's experience is to give him as many opportunities as possible to interact with his environment. We can thus say that

17/ Experience is the result of repeated interactions of a person with his environment.

Based on our perspective at this particular point, that of the contribution of the communicative/experiential syllabus to the learning of a second language, the concept of experience still appears too broad since it is quite possible to interact with one's environment without using the language. The young lad who takes his football and walks away because he has not been chosen to play on his friend's team is living an experience that could be highly relevant from an educational perspective. This same experience is not of much use in learning a second language because language is not one of its components.

Several conditions contribute to the acquisition of language experience. Because of these, it is necessary to interact with a great variety of speakers and situations where the target language is used. This experience affords the student numerous occasions to use the language in a communicative, authentic, and habitual manner by focussing his attention on the meaning of what is said rather than on how it is said. It is also essential for each participant to be truly and personally involved in the experience.

The communicative/experiential syllabus must take these various dimensions into account in developing its inventories and make sure that the proposed experiences contain within themselves the probability that language will have to be used in dealing with these dimensions.

18/ Language experience is the result of the use of language when interacting with the environment.

Developing the ability to interact with one's environment through language involves a certain number of skills. First, there is the listening skill. One-way communication is not real communication, at least not according to our use of the term. It will, therefore, be important to work on the development of this first skill within the framework of the student's experiences.

Comprehension is not enough, however. It is also necessary, for obvious reasons, to be able

to produce. And, together with comprehension and production, it is also important to be able to negotiate since much communication beyond a very basic level is the result of some form of compromise between the participants. Language experience should always take into account the three components: comprehension, expression, and negotiation, and the content proposed by the communicative/experiential syllabus must reflect this condition.

19/ As far as language is concerned, interaction with the environment involves three basic situations: comprehension, production, and negotiation.

Comprehension can be examined from the point of view of its nature or that of its effects. It is still difficult to clearly establish the nature of comprehension. One of the reasons for this is the fact that it has been taken for granted for so long and, consequently, has considerably delayed research and practice in this area of language learning. It is reasonable to assume, at this time, that comprehension functions more or less by means of a hypothesis formulation by the listener, each hypothesis being checked for accuracy as soon as the actual information becomes available through further listening or reading.

From the experiential point of view, these hypotheses revolve around the evaluation of the input being received from the environment. This evaluation is always related to the needs and/or the wishes of the listener. It stands to reason that if an attempt at communication has been made, it is because the listener is expecting to gain something from what the speaker has to say. The listener has expectations that he uses as criteria in evaluating the value to him of what he is hearing or reading. His first source of reference will normally be his own experience when faced with oral or written texts of this type. If he sees a possible source for broadening his experience, it is likely that he will want to further explore the message.

It should be made clear here that we are discussing comprehension in the communicative/experiential sense of the term which means comprehension at a level that will be sufficient to allow the experience to continue. The ability to understand what is useful in a message will be developed through repeated contacts with the linguistic environment.

20/ From the listener's perspective, comprehension implies the evaluation of input in relation to his needs, to his interests at that time.

The same applies, *mutatis mutandis*, to production looked at from the communicative/experiential point of view. When speaking or writing, the author produces with the hope of influencing his environment.

To examine production, we must recognize the following characteristics with regard to the

relationship between the person and his environment. First, the speaker holds on to his turn of speech during the complete production of the message. This characteristic eliminates the need to introduce the concept of negotiation that will be dealt with below. Second, the speaker tries to have some influence on his environment. Third, the speaker tries to anticipate and to direct the possible reactions of his listeners even before they are expressed so that he may increase his chances of reaching his objectives.

It follows that the speaker, just as the listener in the previous situation, will have a tendency to establish a relationship with his environment inasmuch as this action is likely to have a positive effect for him. So we can now say that

21/ Production is the result of the student's effort to interact with his environment to satisfy his needs, his interests at that time.

Although it is useful for this presentation to separate comprehension and production, the practice of communication abundantly shows that such is not normally the case and that these two components are most often found in constant interaction. The reason for this is that oral communication implies negotiation in the broad sense of the term. Negotiation is necessary because oral transmission of messages always runs the risk of being disturbed and because comprehension of messages lies in the acceptance of negotiated averages. The source of disturbances can be varied. Three such sources are: the wrong interpretation of the context by one participant or the other, a wrong hypothesis as to the shared knowledge of the participants, and the physical conditions in which the communication takes place.

Negotiation can also be perceived in a way that is more immediately applicable to contextualized use of the language in experiential situations. The communicative/experiential syllabus gives as an example Prabhu's (1987) definition. According to Prabhu, negotiation is "... a sequence of exchanges connecting one point to another on a given line of thought and adjustable at any point as it occurs". This type of negotiation implies a form of disagreement between the persons taking part in an exchange and the objective of the negotiation is to try and solve the problem. To be able to do this, the participants must be together and believe that they can influence one another. Obviously, if none of the participants are ready to listen to the others and eventually agree to change their points of view, the negotiation is doomed. This applies to both L1 and L2.

Negotiation would seem to be an interaction realized through language. So,

22/ Negotiation is the linguistic interaction between a person and his environment both at the comprehension and production levels.

This short analysis of the three basic situations of the linguistic experience having been completed, we should now examine the various sources of the fields of experience that will allow the application of these situations in the classroom. There are numerous sources that would make it possible to create situations of interest to the student in the classroom. Monsters, for example,would be an interesting topic. It was decided, however, that topics of this nature should be rejected, not because of their lack of interest for the target population but because of their seeming lack of educational value. It must not be forgotten that among the objectives pursued by the communicative/experiential syllabus is the general education of the student through language experiences. Teaching units should, therefore, be both interesting and educational.

The members of the task force group are proposing fields of experience in five areas. The various fields are then divided into sub-fields to adapt more easily to the various levels of the students in the program.The five areas are a) the physical dimension, b) the social dimension, c) the civic dimension, d) the leisure dimension, and e) the intellectual dimension.

The physical dimension includes all those fields of experience related to the survival of the individual and to his physical well-being. Examples: nutrition, self-protection, personal hygiene.

The social dimension includes the fields of experience related to social life and institutions. Examples: the family, boyfriends/girlfriends, immigrants, holidays and celebrations.

The civic dimension also touches social life but in terms of an individual's privileges and responsibilities. Examples: the environment, drugs (alcohol, tobacco, etc.), crime and violence.

The leisure dimension relates to the activities of the person during his free time. These activities can involve movement, sensory input, or have an educational value. Examples: outdoor living, travel, clubs and associations.

The intellectual dimension includes all the fields of experience associated with activities of the mind, particularly with regard to the arts and sciences.

These five dimensions have enabled the members of the task force to introduce a large variety of fields of experience adapted to the developmental level of the various students. We can then conclude that

23/ The fields of experience that favor the use of language come from the observation of the relationship person/environment in its physical, social, civic, leisure, and intellectual dimensions.

It should be obvious that the communicative/experiential syllabus is taking innovated steps in the practice of second-language teaching/learning but that, as already noted by Stern, there is very little useful empirical research at this time. It seems quite possible, however, given what is now known about second language teaching/learning, that the ability to communicate can be developed by the student through the living of linguistic experiences. This belief has led to certain pedagogical initiatives undertaken during the Study.

In the second year of the Study, it appeared necessary to verify in the classroom the applicability of what we intended to propose, and for this purpose the teaching unit Initiation au voyage was developed. This unit was exclusively communicative/experiential in nature (components from the other three syllabuses were integrated later on) since the purpose was to determine to what extent such an approach could be used by regular classroom teachers. The unit was aimed at Grade 8 students. Results of the pilot study have shown that the direction the Study was taking was feasible and that research along these lines was fully warranted. These results led to the production of an integrated unit *Se lancer en affaires avec un jeu* aimed at Grade 10 students and to the development of a detailed plan for a Grade 6 unit entitled *J'ai faim!*.

The reader will have noticed that the fields of experience proposed in the communicative/experiential syllabus do not correspond closely to those mentioned by Stern in his article where he classified them from most to least communicative. This lack of correspondence does not imply a rejection of these types of activities but rather a decision to include in the final list only those activities that could be carried out in the classroom.

Exchanges, as well as other ways to spend some time in the target language community, to which Stern contributed and which were part of his list, remain totally valid suggestions and should be encouraged by all those working in the field of second language teaching. For a syllabus, however, given the conditions that were observed across the country, it seemed more useful at this time to propose more immediately applicable solutions, the results of which, in any case, would better prepare those who might have the chance to spend time in the second language community.

Much more research, than that which has been possible within the Study, will be needed to establish the viability of the communicative/experiential syllabus. It might also be necessary to reexamine the inventory of activities with regard to the level of interest of the student and

his level of development. These observations should not be surprising. Considering the scarcity of resources faced by the members of this task force, it is the opposite that would be unexpected. It is important to keep in mind that this syllabus suggests both content and its pedagogical treatment. In fact, Crombie (1989) would argue that this is probably not a syllabus since its content is mostly oriented toward methodology. Within the multidimensional curriculum, however, the distinction does not appear to be fundamental since both content and methodology must be present. The opportunity to so closely link content and pedagogy remains a valid question, however, and it will be interesting to follow the evolution of the global ideas proposed in this syllabus.

Chapter
4

THE CULTURE SYLLABUS

Initial Justification

From Stern's point of view, the culture syllabus must be an introduction to the sociocultural context of the language itself. In this sense, culture and language are inseparable. The second language learner is first and foremost an observer of the second culture. He is called upon to observe and analyze social relationships and institutions. He will, on relatively rare occasions, feel a need to commit himself a little further to acquire some level of cultural skill that will enable him, for instance, to act properly when ordering a meal in a French restaurant or taking part in a family meal. But essentially, the objective of the culture syllabus must be the acquisition by the learner of an acceptable level of cultural awareness, understanding, and knowledge.

Many authors in the field of second language teaching recognize the importance that should be attached to culture in language teaching/learning. Jakobovits has even gone so far as to suggest that it is probably more important to work on biculturalism than on the mechanics of a language. In practice, however, culture is still often considered as an appendage to the language curriculum.

The teaching of culture should introduce the learner to physical locations where the target language is used as well as to ethnic groups that speak it. It would thus be important to conduct research on the geographical distribution of the various groups using a given target

language so that data, useful in the development of a culture syllabus, could be drawn from it. Unfortunately, there is very little research being done in this area or on the whole question of culture with the result that it remains poorly defined. This poor definition of the cultural domain has important effects on the teaching of culture since the lack of knowledge and documentation precludes any approach of a global nature. A solution is needed, however, given the close relationship between culture and language. The last few years have produced a number of modules dealing with specific cultural items. But, in all likelihood, it is the lack of general data that has authors conducting their own limited research and producing materials on a given topic. In a more global view of culture teaching, the one taken by this particular syllabus, a piecemeal approach, like that of the modules, can only be seen as a stopgap measure.

One of the major difficulties facing developers of the culture syllabus is the selection of topics to be presented. The very scope of the domain makes it essential to establish selection criteria that will provide the basis for an objective decision making process regarding the inclusion (or exclusion) of a given cultural phenomenon. These criteria could come from preestablished ordering systems, from a judgment on the educational value of a given cultural topic, or from the area of language mastery if this coincides with the approach used in the syllabus. In all cases, however, these criteria still have to be established.

If culture can be observed, studied, and analyzed, the approaches to do this remain to be dev. oped. The development of these approaches is the role of a culture syllabus.

Results of the study and conclusions

There are numerous definitions of culture. The members of the culture task force agreed on the following as the answer to their needs:

Culture is the general context and way of life. It is the behaviors and beliefs of a community of people whose history, geography, institutions, and commonalities are distinct and distinguish them to a greater or lesser degree from all other groups.

In fact, one of the first problems confronting researchers on the place of culture in the classroom is the fact that, in the vast majority of cases, the type of culture presented is the "foreign", not the "second" culture. In the case of Canadian students, however, it must certainly be the latter that is of interest. It is for this reason that the culture syllabus clearly goes the second culture route.

The consequence of the above observation means, among other things, gathering cultural facts that are likely to contribute to an understanding of the milieu where communication is

taking place and determining the minimum amount needed to facilitate communication. In this sense, we will say that

24/ The culture syllabus is an inventory of the domains constituting the minimum cultural content likely to allow for correct interpretation of the second sociocultural environment.

The correct interpretation of the environment is an essential component for the comprehension of messages between individuals. This point, taken up earlier in our discussion of the language syllabus, bears a second look. Messages are coded and decoded while taking into account a number of accompanying facts. Whether at the political, economical, esthetic, leisure, or any other level, messages take into consideration the fact that the listener belongs to the same environment and thus shares with the speaker a large amount of sociocultural (and other) knowledge which is taken for granted in the communication. In other words, since this knowledge is seen as shared by the two contributors, it is not referred to directly and each acts as if the other has what it takes to correctly interpret what is being said within the particular context.

From this description, it is easy to see that language and culture are two sides of a coin and that it is only for the sake of convenience that they are examined separately when studying communication. This separation has often led, not to a better understanding of culture and its close link with language but to a separate and often, as we have seen, secondary treatment. It thus seems essential to reiterate that

25/ Language and culture are inseparable. Culture must, therefore, constitute a full component of the second language curriculum.

In fact, the separation of culture and language for the purpose of studying them (or for other reasons) has often led to the introduction of some sort of "grande culture" or of stereotypes in language teaching materials. "La grande culture" is that of great persons, authors, monuments, events, etc. found in a particular culture. We obviously do not want to deny the existence of this dimension of French culture and its major contributions to the French reality. What must be questioned, however, is its potential for a better understanding of the French reality on the part of primary or secondary level students engaged in the learning of a second language.

At the other extreme, it is stereotypes that find their way into these materials and tend to feed each student's latent ethnocentrism. In real life, the image of the "typical" Frenchman with his beret, his bicycle, and his baguette under his arm does not stand up to scrutiny.

For second language students, it is important not to present a static view of culture. The type of culture that is immediately useful in understanding the context of various messages is what people of today say, think, and do. One needs, of course, a certain amount of general cultural knowledge but this knowledge must be part of what is useful in communicating at the present time. In fact, this approach seems the only way to keep up students' interest in cultural matters over a period of time. One can marvel for an instant over the 2,500,000 bolts used in building the Eiffel Tower but it is the way the second culture people are and the relationship of this with the student's reality that is most likely to attract the latter's attention over a period of time. This relevancy criterion should be taken into account in the treatment given to culture in the classroom.

26/ Culture that is meaningful for the students is alive, dynamic, and modern. These characteristics must be reflected in its presentation.

One of the difficulties encountered by the members of the culture task force was that their research showed culture to be a component of the Core French program everywhere. This state of affairs is not much different from the situation described earlier when the language syllabus was discussed. The same type of question must then follow: What type of culture are we talking about and how is it being taught? For many, it is obvious that the culture taught within the language course is a string of cultural facts of greater or lesser importance introduced in a static fashion, somewhat like curious objects.

Such an approach is problematic in two ways. First, it does not take long to realize that the proposed lists of cultural facts are rather (sometimes very) short. Consequently the student comes into contact with only a few small pieces of a vast mosaic without any hope of ever seeing the whole picture. Second, an approach using only cultural facts is not conducive to a presentation of a culture that is alive and dynamic. It is not wrong in itself to introduce a fair, a folk singer, etc. But these topics often create problems: "La fête de Dollard" is still present in cultural materials although historians have shown that it should not be and Claude Gauthier is rarely mentioned although he wrote many lovely songs not so long ago. In many of its most popular manifestations culture is constantly changing.

One possible solution proposed by the culture syllabus is to forego the teaching of cultural facts as items to be remembered and replace it with an approach based on the comprehension, the interpretation of the cultural fact in its own context and on the progressive establishment of links with the student's own culture. In so doing, it becomes possible to offset, at least partially, the problem caused by the size of this domain and make choices that will allow, even with limited resources, for an understanding of a given trait or set of traits of the target

culture. Ultimately, it will lead to an understanding of the effects of these traits on the student's environment.

27/ The complex, varied, and fluctuating character of cultural facts makes it imperative to replace an encyclopedic teaching of culture with one based on comprehension.

In a context of teaching/learning a language as a means of communication, the place of the sociocultural dimension in communicative competence is well established. A number of authors such as Hymes, Canale/Swain, and Moirand, to name but a few, have shown that a message interpreted solely through its linguistic components is incomplete. In situations of real communication, which are basic to the communicative approach, an acceptable level of communication includes not only linguistic competence, but also, among other things, cultural competence. It thus becomes clear that culture is an integral part not only of language, as was shown earlier, but also of any communicative-type approach. By recognizing the presence of culture in real communication we are giving it its true place in the multidimensional curriculum.

28/ Culture is omnipresent in situations of real communication which, in turn, are the basis of the communicative approach.

It is obvious that under ideal conditions the acquisition of cultural competence would involve learner exposure to the culture as it is found in the target language community. It is just as obvious, however, that this is not a realistic option for the vast majority of those enrolled in Core French programs. Should we conclude that a certain level of cultural competence is, therefore, not possible? The answer must be an emphatic "no" since it is possible for the learner, through an approach based on the understanding of selected cultural facts, to get a valid picture of the culture in the target language community and an understanding of the values culture conveys in communication.

As can be seen, cultural facts constitute the basis for observation, analysis, and study of the target culture. These same facts, coupled with parallel facts in the first culture, can lead to comparisons between cultures and, ultimately, to a variable level of integration of the second culture values with the student's experience.

As has been noted earlier, these cultural facts can be found at various levels in all real communication. One should not conclude from this that the cultural dimension of communication will become obvious just because there has been an attempt to communicate. It is important, especially where culture is becoming a full-fledged component of language

teaching/learning, to draw the student's attention to the cultural dimensions of communication and help him toward a valid interpretation of these facts and its effects on the message. But cultural facts remain the starting point for all of this.

29/ Cultural facts constitute the starting point for reflection on sociocultural reality and its validinterpretation.

To bring the student to reflect on cultural facts and adequately interpret them is to make him sensitive to francophone culture in all its diversity. It should, however, be obvious that the main reason for the inclusion of a cultural component in the teaching/learning of French as a second language cannot be the imposition of that culture on the student. Under ordinary circumstances, such an approach would be doomed from the start. The primary objective must, instead, be to sensitize the student to the cultural reality of the second language.

Making the student aware of the second culture can take many forms. One of these forms, to quote the syllabus, is becoming aware of the existence of "other". That stage involves the acquisition of knowledge about the other culture while its acceptance remains, at best, on the fringe.

It is also making the student aware that French culture is not only found in museums but that it has an existence of its own, that it is well developed, and that it can be found almost everywhere in the world.. In other words, it is giving the student the urge to find out how people live elsewhere. Without the development of this cultural curiosity, culture teaching will always remain encyclopedic at best.

It would, however, be ill-advised in the Canadian context to neglect the French-Canadian reality while introducing more "exotic" French cultures. It becomes important, therefore, to sensitize students to the French fact in Canada by pointing out the characteristics of its main cultural components without, one should add, limiting them to the political dimension.

In fact, sensitizing the student to the various French cultures helps to broaden his cultural horizons by making him open to other values and helping him to break out of his natural ethnocentrism. This gradual opening of students' minds is a task that properly belongs to the school. For a long time it was thought that the teaching of culture should be done at the higher levels of schooling. However, apart from the fact that many students do not reach that level, a survey by the culture task force indicated that culture is not even taught at these levels, or, at best, very rarely. It is important to dedicate time to culture teaching as early as the elementary grades and it is even more important from the beginning of secondary school on.

It is important to recognize that if the teaching of French as a second language is to serve a

useful purpose for our students, it will be if, at least in part, it makes them better equipped to function within Canadian bilingualism. This dimension of culture must be included in the question of sensitization as we have discussed it. Understanding bilingualism does not come about solely through learning another linguistic code. It is through cultural understanding followed by cultural acceptance that this will be accomplished. For all these reasons,

30/ The inclusion of a cultural dimension in the second language curriculum must first lead toward the sensitization of the student to the second culture.

To sensitize the student is also, as we have seen, to get him gradually involved. It is difficult, however, to get involved with something from a distance. As regards the introduction of cultural facts, one should start with French content that is in close proximity to the student before discussing the more distant French cultures. That is why the members of the culture task force suggest that the teaching of culture be centered on the following French communities:

a) local
b) region and province
c) Quebec
d) North America
e) France and other French speaking countries.

The order in which these communities appear here is significant. It corresponds to the logical progression found in a communicative student-centered approach. It is likely, in fact, that discovering the French reality in one's immediate environment will be more meaningful than learning in a book that French is the tenth most spoken language in the world. Also, such an approach ensures that the French content close to the student will not be put aside for more dominant and exotic French cultures. Finally, the approach allows the student to partake directly in cultural experiences and thus participate in the experiential dimension that the multidimensional curriculum wants to promote.

Furthermore, the culture syllabus suggests that topics of a more general nature also be considered. They are classified under "Francophonie" and comprise nursery rhymes, fables and stories, young French-speaking people of the world, languages of the world and the work place. The members of the task force are the first to point out, however, that all topics are not suited to all ages: to take an obvious example from the preceding list, nursery rhymes and the work place do not belong at the same level.

The approach proposed by the culture syllabus is not unlike a spiral where each of the content

areas periodically returns to the forefront thus becoming once again a topic for study. It is possible in this way to tailor the content to the various development levels of the students by selecting from a given topic what is deemed relevant for a given level. In this way, the unavoidable realities of official and daily bilingualism can be underlined, but always within the students' ability to understand them. These realities of bilingualism are what allow for an understanding of the current francophone reality (at the level where it is experienced rather than the conceptual level), cultural relativity, and links between language and culture. The above should have shown that

31/ An awareness of the second culture can be developed by starting from facts of the local culture and gradually going on to regional, provincial, national, and international cultures.

Sources for cultural facts are numerous and it is important to set guidelines when the time comes to choose what should be included in a culture syllabus. If, as shown earlier, it is advantageous to center the cultural fact on the student, it seems logical to think that the first source should be the francophone presence in the student's environment. This presence can be manifested in a variety of ways. First, there is the physical presence which extends from the milieu where francophones constitute the majority, to the pocket of francophones in a minority setting. This presence might be one family or even an individual. But there are also all sorts of signs of the French presence in most areas of Canada, which can be observed through a little research: French ancestry in some families, surnames, altered surnames, street names, names of bridges, buildings, etc. Finally, the French presence is also obvious on postage stamps, money, federal signs, federal advertising, labeling, etc.

This list is in no way complete. It only serves to show that it is not only possible but also easy to start from cultural facts taken from the student's environment. This illustration does not mean that, under the title of French presence, wider environments should be ignored, quite the opposite. But it seems pedagogically valid to try to establish links between the French reality and the student's own situation as early as possible.

The history of the French-speaking people also constitutes a good source of cultural content as long as care is taken to present a history that is relevant to the present francophone communities. It would not be proper to give a history course because this is not an objective of the second language course program. It can, however, be very useful for a better understanding of a francophone community, its beliefs, its ways of thinking, its behaviors, its attitudes, to be able to establish a relationship between current facts and their historical background. Or, to use the wording of the syllabus, it is necessary to supply the students with basic reference points to guide them in their understanding.

These reference points can be varied and extend from important dates in the history of the French-speaking people to their geographical environment, and include their festivals, media, literature, key figures, in short, everything that plays a part in shaping their existence.

One of the most frequent problems facing the French as a second language teacher is that of the "good" French from France and the "poor" French found in the francophone communities in North America. Yet linguistics, and more exactly sociolinguistics, has shown that the observed differences are much more a result of what it calls linguistic variation than that of a gradual deterioration of a given French dialect when compared to a given norm. Aside from the fact that the concept of norm itself is extremely difficult to define, it remains a fact that language used in significantly different environments will evolve in its own way in a myriad of details while tending to keep close ties to what could be considered as the common basis to which all users of that language refer.

The various French dialects, through their accents, vocabularies, uses, and social values thus constitute excellent paths toward understanding francophone communities. It is still surprising to find in many English-speaking parents the conviction that the French spoken in Quebec is of a much lower quality than that of France, a conviction that could stem from the infamous "joual" period in that province. There remains a lot of important work to be done at that level and it is the responsibility of the culture syllabus to supply the teachers with the required facts in that respect.

The fourth useful source of cultural facts on francophone communities is their everyday life. It is important that French culture not be introduced as exotic. In fact, one should always try to personalize the French fact by establishing links, wherever possible, with living and well-known figures. Some one hundred million people live in French everyday. Just like the student (and his parents), they are faced with problems, are happy and sad, attend to the most urgent things first, etc. These human problems not only have their own built-in interest but allow for the development of an awareness of French-speaking people and a gradual understanding of their reality.

As far as French-Canadians are concerned, their daily life includes bilingualism. From the francophone's point of view, Canadian bilingualism is first and foremost the recognition of the French fact in the country's Constitution and laws. It is obvious that this decree is not to everyone's liking and that attitudes may be aggravated by its very presence. This situation certainly constitutes a first level of action toward the understanding of this reality. The fact remains, however, that bilingualism is not only a political reality but that it has social and cultural dimensions which can be used to explain the French fact in Canada.

Finally, even if the starting point should be the local environment, one cannot conclude that

the international dimensions of French reality should be left untouched. The culture syllabus proposes that some aspect of French life as it is found in other countries be examined using, mutatis mutandis, the same type of approach as in the case of the student's immediate environment. Along those lines, the student will be introduced to certain important facts that explain the situation of the French-speaking people in the given country, their geographical environment, their regional particularities, and their daily lives. To sum up, we will say that

*32/ **The main sources of cultural facts are the presence of French-speaking people, their history (in so far as it helps to explain the present), their dialects, their daily life, and the international dimension of their reality.***

These sources could obviously supply enough material for a complete course on culture. It would be perhaps useful, in conclusion, to recall that the content proposed by the culture syllabus is only an example of content that could be singled out in a second language multidimensional curriculum. One of the reasons that justify this particular solution is the local or at least circumscribed character of a large part of the cultural content. It follows that, if part of the cultural dimension can be dealt with at the national level, another part must always be the responsibility of local materials developers. This requirement should not be looked upon as a drawback but rather as another opportunity for individualization in second language teaching.

Chapter
5

THE GENERAL LANGUAGE EDUCATION SYLLABUS

Initial Justification

The three syllabuses introduced to this point have all dealt with a specific language and culture but it appears necessary to further strengthen the second language curriculum by giving the student opportunities to round off his general education. To that end, it would be useful to have the student acquire new knowledge on language, culture, and the society around him. This acquisition would bring about a gradual awareness of these realities and their relationship to the student, thus contributing to his global development as a person as well as a second language learner.

It is normal that the learning of a second language raises questions about language, culture, and society. It could be the responsibility of the general language education syllabus to make sure that these questions do not go unanswered.

There are three ways of looking at a general language education syllabus. The first would be a general preparatory program that would precede the second language program itself. The second could consist of lists of general observations on these topics to be handled outside the language course proper. Or, finally, a full-fledged general language education syllabus could be developed, the content of which could be drawn from linguistics, psycholinguistics, sociolinguistics, and sociocultural information.

There is very little research on general language education but work by Hawkins (1981)

might constitute an interesting starting point. In his view, it is essential to build bridges between mother tongue and second language teaching. This bridging would give the student ways of understanding the role of language in society and it would allow for the reduction of prejudices while creating interest in languages in general.

Hawkins' general language education has four themes each of which presents a list of topics and student activities. The first theme deals with the nature of language, the second with aspects of linguistic structure, the third with language in use, language varieties and comparisons, and the fourth with first and second language acquisition.

Drawing from sources of the type listed above and suggesting surveys with the teachers to establish a list of the main questions asked in class on such topics, Stern gives more details on the possible contents of such a syllabus by proposing a list of topics that should be addressed by the members of the general language education task force. This list is comprised of:

* Languages across the world (language map).
* The distinction between language and dialect.
* The notion of standard and variation.
* Language prejudices.
* The relationship between language and thought.
* The role of language in society.
* Bilingualism and multilingualism.
* Learning how to learn a language.
* Grammars and dictionaries.
* The origin of languages.
* The language development of children.
* Animal language.
* Other modes of communication.
* The place of the particular second language in relation to other languages.

Stern concludes with three remarks that should be taken into account in the construction of such a syllabus: 1) it is important to establish links between first and second language teaching; 2) it is of value for the student to learn how to learn a language efficiently since such knowledge can be transferred; 3) the student should be sensitized to questions of language

and society so that he can approach ethnic and linguistic diversity in North America with as little prejudice as possible.

Results of the study and conclusions

Stern's proposal to include a general language education syllabus in the multidimensional curriculum required members of the Study in general, and of this task force in particular, to examine largely unexplored sources of contribution to the teaching/learning of a second language. Hawkins (1981) and his group had considered a number of relevant questions for general language education but their aim was the creation of a specific course on the topic. So it was necessary to think matters over, this time in the context of second language teaching and as only one syllabus among several.

The general language education syllabus fits well within the multidimensional curriculum concept as it contributes to both language teaching/learning and the student's general education. On both these counts, Hawkins' work has been of great help as it showed how linguistic content could contribute to this dual educational objective. And, as we have already shown on more than one occasion, language and culture cannot really be separated. The conclusion was, therefore, that cultural content also had to be part of this syllabus. Finally, it was felt that the student's general education as well as his ability to learn a second language would be enhanced by the introduction of the strategic dimension in the syllabus. Generally speaking one can say that

33/ The general language education syllabus is an inventory of linguistic, cultural, and strategic content likely to help both with the second language learning and with the general education of the student.

The reader will already have noted that the areas of the general language education syllabus overlap, at least partly, with those of the other three syllabuses. In fact, language, culture and strategies are subjects which were discussed in the three previous chapters. It is the different emphasis put on these content areas that makes this syllabus different from the others. We will come back to this later.

To be able to participate in the general education of the student, the syllabus must propose content that will make it possible for him, first with the teacher's help, then gradually on his own, to establish relationships between his experiences as a second language learner and those as a learner in general. It is through generalization that the student will become able to effectively apply his knowledge to the resolution of various kinds of learning problems. By contributing to the gradual process of discovery of the student's abilities, the general

language education syllabus becomes a full partner in his general education and ensures an increased presence for the second language in the education process. It seems reasonable to believe that

34/ To be a part of the student's general education, second language teaching/learning must help him establish links with other aspects of his life as a student.

It follows from this statement that the general language education syllabus has a double role. On the one hand, it contributes to the broadening of the students' horizons through conscious awareness of the linguistic and cultural realities constantly facing them. On the other hand, it must help them become better learners, more specifically, better second language learners.

Broadening the student's horizons with regard to language matters seems essential in a country like Canada, which is officially bilingual and where multiculturalism is the rule, not the exception. It is a fact that the creation of an educational setting in which language and cultural plurality are acceptable should favor a growing tolerance which forms the basis of a sound judgment about this reality. It is well established that a student's attitude towards learning the second language is affected by its place in the general curriculum. For this reason, as was noted earlier, it becomes essential to develop approaches that will promote as wide an integration as possible of French as a second language with other dimensions of the student's life.

Helping the student become a better learner means giving him tools that will allow him to develop as a second language learner. This requirement implies creating conditions that will help the student to progress and to develop his autonomy through his experiences in the second language course. The autonomous learner is often aware of the strategies he uses in his learning or in his contact with his environment. It seems necessary, therefore, if we are to help the student become a better learner, to include the strategic dimension in the general language education syllabus.

35/ The general language education syllabus helps in establishing links between the language course and the student's development through activities oriented towards broadening his horizons and helping him function as a learner.

This conclusion begs the question of how to help the student gradually become able to establish the necessary connections for success in learning and for his general development. As was the case with the other syllabuses, it will be necessary to start from facts, in this case

linguistic, cultural and strategic facts. The role of this syllabus is to supply graduated lists of such facts.

It will, however, be necessary to go beyond the mere presentation of relevant facts. It is a well known fact in pedagogy that the juxtaposition of data does not necessarily lead to the establishment of connections between them. As a teacher, it is most often necessary to bring things to the attention of the learner, to guide him. It is through this same approach that the facts drawn from the general language education syllabus will be processed so as to make the student gradually realize their possible meaning for him.

This conscious awareness in the student is the clear recognition of the reality facing him. We will then say that

36/ The establishment of relationships between the language course and the student's development implies in the latter conscious awareness of a linguistic, cultural, and strategic nature.

It now seems proper to more closely examine these various types of conscious awareness to try to better understand them. The reflection on language facts that will lead to linguistic awareness involves the making of graduated lists of such facts. If, as will be obvious when examining the syllabus, many of the items in the general language education syllabus can also be found in the language syllabus (and elsewhere), it is because the same content can be looked at from various perspectives. However, the lists proposed in this syllabus are still preliminary in nature because they are not easy to establish.

Knowledge of the nature of language, at least in some of its more general aspects, can help the learner in making generalizations that can be used again in other learning contexts. Obviously, the preferred context here it that of the mother tongue. There are, or at least there should be, close links between L1 and L2. That is not to say that the learning of a second language is the same as acquisition of the mother tongue at a more advanced age. Quite the opposite is true. But languages, all languages, exhibit sets of characteristics (distinctive units, meaningful units, productivity, etc.) which, if learned in one language, can at the same time be useful in the learning of another language and contribute to the person's general education.

Furthermore language plays a very important role in people's lives where the place of written and spoken communication is certainly well established. But this role can vary from one linguistic community to another and this variation can extend to the absence of one of the two systems, the written one. However, writing can play very important roles, whether it be at the code level itself or in the transmission of knowledge, values, etc.

Finally, it is not sufficient to acquire knowledge on these topics. It is also necessary to develop one's tolerance toward differences. Presenting facts that will gradually lead toward the reduction of the student's natural ethnocentricism is undoubtedly the greatest challenge faced by this syllabus. For all these reasons we can say that

37/ Linguistic awareness is the explicit knowledge of certain aspects of the nature of language and its role in people's lives, and an openness toward this knowledge.

The general remarks made on the overlapping, more apparent than real, between the general language education syllabus and the other syllabuses also apply to the relationship between this syllabus and the culture syllabus. What is being examined by this syllabus regarding culture is the nature of culture through the selection of certain facts, not culture as context for language which was the responsibility of the culture syllabus.

From our point of view, it just as important to examine the nature of culture as that of language. Cultural awareness, just as language awareness above, goes beyond facts and their interpretation with regard to their environment to reach what we will call metalinguistic and metacultural levels.In the case of culture (and this is also valid for language, mutatis mutandis), we are not talking about recognition of the second culture but of introducing the student to the very concept of culture. It is not surprising, therefore, that some of the proposed contents appear in more than one syllabus.

To have a knowledge of culture or, in other words, to have become aware of that reality is to open oneself to the world. This knowledge can best be reached through the analysis of the role culture plays in people's lives. It is important to repeat that every effort must be made so that knowledge ultimately leads to an openness toward the other culture. And so,

38/ Cultural awareness is the explicit knowledge of certain aspects of the nature of culture and its influence on people's values, and an openness toward this knowledge.

Strategic awareness can be examined from two different angles. First, it is the mastery of the structures of knowledge. It is then necessary to gradually bring the learner toward a clear representation of these structures or, in other words, to have a clear picture of how things work. It will thus be important that, within his capabilities and the time available, the student comes to understand how language and culture work so that he becomes better equipped to integrate this new knowledge into his learning.

The second dimension of strategic awareness is the gradual mastery by the student of his learning activities. This mastery implies recognition and practice of the learning strategies.

The field of second language teaching/learning is becoming more aware of the role that strategies can play in the success of a learning activity. As indicated in the text of the syllabus, strategies must have a certain number of characteristics to be recognized as such. They must 1) constitute specific actions (or techniques), 2) be oriented toward problems of acquisition, storage, recall, or use of linguistic data, 3) directly or indirectly contribute to learning, 4) be used knowingly (even though they may become automatic later on), and, 5) be subject to changes, modifications, rejection or replacement.

The development of strategic awareness fits nicely within the current belief that an efficient learner is one who is first given help and then becomes able himself to analyze his own actions and their results. This awareness seems to have its place in the general language education syllabus.

39/ Strategic awareness is the gradual mastery of the structures of knowledge and the control of learning activities.

Obviously, the various types of awareness just discussed include short teacher presentations, student observations, various types of discussions, and explanations of conclusions. To do this properly, it is essential to have a certain level of mastery of the necessary language. This requirement does not mean, however, that it will be impossible to use general language education content before the end of the secondary level. It all depends on the type of activity being proposed to the students. It can be as valuable, in fact, at a given level to compare sounds, accents, pictures, etc. and to pass judgment by using just the two words "semblable/ différent" as it is to think aloud about a topic at another level. It is a question of how the data are treated.

Having said this, we want general language education activities to be such that they ensure the correct use of French in the classroom and it is important that their level be within reach of the student. Barring this, a short ad hoc linguistic preparation would be necessary.

40/ Classroom activities leading to the various types of awareness presuppose familiarization with the language they contain.

It now remains for us to examine the possible sources of content that the general language education syllabus could use to reach its objectives. As far as linguistic awareness is concerned, the content will be drawn from general characteristics of language seen as a source of facts. There are five of them. The first one is language productivity. The idea here is to find language facts that will illustrate how a linguistic system is able to produce

indefinitely varied linguistic utterances from a relatively small number of minimally distinctive and meaningful units. It would make sense here to establish comparisons with the student's own language system.

The second characteristic is language creativity. The first thing that comes to mind in this respect is the system that allows for the creation of new words but one must also think of metaphors, similes, alliterations, assonances and rhymes in nursery rhymes, onomatopoeiae, etc.

A third source is the both stable and changing character of language. Stability is necessary if members of a linguistic community are to continue understanding one another. On the other hand, the capacity to change, to adapt to new realities in a given environment (scientific evolution, new concepts, etc.) is also essential.

The fact that language is also socially marked is an important source of reflection as well. Children can recognize this trait very early: their parents do not know or do not use words that are in fashion, adult discourse is old hat, older people have difficulty in adapting to the metric system, etc. They can also recognize differences, which are signs of belonging to a group, between the language of boys and girls. They also know that there are topics that can be broached, others not in a given context, etc.

Finally, as has been pointed out in the discussion on the language syllabus, it is important that the student comes to realize that language is form and message at the same time and that weaknesses in one or the other of these components can seriously disturb communication.

There seems to be an ample supply of raw material from which to draw linguistic facts that will lead to a more global perception of language, seen both as a system and as a means of communication. Such facts, if they are well integrated in teaching, should lead to a good understanding of the organization of language.

41/ The main sources of facts likely to promote the development of linguistic awareness are phenomena linked to language productivity, language creativity, language stability and change, social variation, and form/message dichotomy.

Just as linguistic awareness leads to transferable and reusable understanding of language, the same applies to cultural awareness. Here again, six general characteristics can serve as sources of fact.

First, culture is dynamic. In fact, outward signs of culture can be found everywhere. The

student should be brought to reflect on the meaning of everyday gestures and instinctive attitudes. Habits and customs, values, beliefs, and social norms should be found under this heading.

As was the case for language, culture is also stable and changing at the same time. Stability is what maintains cultural links between the members of a community: socializing techniques, religious or popular beliefs, habits, etc. But social conditions have a tendency to change, sometimes quickly, and this can result in important changes in the way people live: ways to earn a living, to dress, esthetic values, etc. It is important for the student to have his own ideas on these realities if he is to understand their meaning both for the target culture and their effects on him.

Culture diversity also supplies a number of facts that are likely to lead the student toward a better understanding of his environment. Among those are institutions, artistic expression, rites, etc.

Codes used in various cultures can differ considerably, sometimes to the point of seriously disturbing communication. For instance, where the owl is a wisdom symbol in some cultures, in others it is a precursor of death; the nodding of the head that means yes here means no somewhere else; the notion of psychological space varies considerably among cultures; and so on.

Culture is transmitted through a number of means. The first one, of course, is the family, the original source of socialization. But there are also activities of all kinds, media, etc. These facts tend to focus attention on the "transmitter", his efficiency, his effects on his environment, etc.

Finally, success at the cultural level can really only be achieved through the acquisition of a certain cultural flexibility. It is not a question of imposing a culture on the student; what is suggested is to lead the student, with his own identity, to be at ease with manifestations of the other culture.

Faced with this variety of resources, and in the same spirit as with linguistic awareness, we will say that

42/ The main sources of facts likely to promote the development of cultural awareness are phenomena linked to culture dynamism, stability and change, diversity, codes, and modes of transmission as well as success in the use of culture.

As for strategic awareness, it relies, as we previously noted, on the gradual mastery of knowledge and know-how. Mastery of knowledge is achieved through explanation that can

come about with the help of "objectivation". We will come back to this in the next chapter.

Mastery of know-how implies knowledge of the strategies and their use. Three types of strategies are involved. First, learning strategies proper that can be divided into cognitive and metacognitive strategies.

Cognitive strategies are those used for problem solving or for learning. They cause direct analysis, transformation or synthesis of the content to be learned. Thus, it can be said that clarification/ verification is a cognitive learning strategy. To ask others for information constitutes a way to complete learning. Inference belongs to the same list. Hypothesizing is establishing relationships between things. A third strategy will be reasoning. A fourth, practice (in that it contributes to storage of data). Memorization is also part of the same category as is monitoring, which is a kind of systematic verification of one's production.

As for metacognitive strategies, they include self-direction, directed or selective attention, delayed production, etc.

Communication strategies are those used to repair communication or to try to stay in the communicative process. This definition includes both strategies of production and reception. Productive strategies include the use of first and second language knowledge, the explicit request for help, the use of the non-verbal code, and the conscious reduction of the communication intention. Receptive strategies include the use of cognates, of verbal and non-verbal questioning, memorization of ritualized sentence, and attempts to repair communication.

Finally, social strategies include voluntary participation in francophone activities,joining francophone groups, development of social behavior mechanisms in situations where the target language is the only one used, and the establishment of a close relationship with one or two French-speaking persons. We will then say that

43/ The main sources of facts likely to promote the development of strategic awareness are reflection on the gradual mastery of knowledge and know-how and the strategies linked to the acquisition of this mastery.

The general language education syllabus examines new directions in second language teaching/learning and its contents have not often been used in the manner it suggests. In fact, it is reasonable to believe that much of its content remains to be determined. In this sense, this is only a first version of this syllabus and only experimentation will provide us with more complete, better structured, better graduated, and more effective lists.

As far as the possible contribution of general language education to the multidimensional curriculum is concerned, research and consultation have convinced us of its potential and it is not far-fetched to believe that it could have a very important contribution to make to the field of second language teaching/learning in a not-too-distant future.

Chapter

6

INTEGRATIVE PEDAGOGY

The preceding pages have been taken up with the explanation and justification of contents coming from various sources. However, since certain variables cannot easily be changed, that of the time available, for instance, it would not be feasible to simply put all of these contents side by side in a considerably larger second language program. We must now examine the possibilities that are available to the program or materials developer to reduce or, even better, to integrate these large chunks of content into a coherent and operational unit. Stern (1983) had already recognized the importance of this when he wrote, concerning the integration of the four syllabuses, that it was "a key issue for the future development of the language curriculum [even if] as a matter of economy and division of labour, it [was] advisable to tackle the development of the syllabuses separately." The latter part having been completed, we must now turn our attention to the concept of integration and its value for the Study.

In his document proposing the Study, Stern (1983) suggested five ways that could bring about integration of the syllabuses. Since these were often used in our reflection on the subject, it seems useful to examine them at this time before going further ahead.

Recognize the complementary nature of the syllabuses

For Stern, the four syllabuses were to be essentially complementary and would enrich one another. And as we have mentioned more than once and as can be seen from just a cursory examination of the syllabuses, there are no hard-and-fast boundaries between them. This observation should not be surprising. If each of them looks at language in a different perspective, in the end it is still language that is being treated. That fact was made very clear during the development of the syllabuses when the researchers were constantly faced with the problem of determining where a number of components really belonged. In fact, a number of discussions had to take place to try and determine in a precise and objective way the boundaries between, for example, culture and cultural awareness, language and metalinguistic knowledge, experience and strategy, and so on. So much so, that in the end it was decided not to try to refine the criteria too much since these uncertainties tended to give the curriculum developers a handle on the integration process. And we should also consider that since the diversity of the syllabuses will likely contribute to classroom variety and to teacher and student stimulation, there might be value in a multidimensional curriculum in which the components are complementary.

Build bridges from syllabus to syllabus

In Stern's mind, it was more economical to tackle the development of the syllabuses separately since everyone could then work in his own environment and at his own rhythm. To do this properly, each developer had to constantly bear in mind the fact that three other syllabuses were developed at the same time and refer to them when necessary. The other developers had to be advised of any references to lessen the risk of compartmentalization inherent in this approach. In fact, this procedure was essentially a systematization of what we have just discussed regarding the permeability of the syllabus boundaries. There are many instances of these references between syllabuses but it must be acknowledged that this aspect of the Study proved more difficult than anticipated because of the conditions under which the research took place. The various syllabus groups found themselves rather isolated because of lack of time and resources. Experience showed, however, that under reasonable conditions the results foreseen by Stern were possible and would truly constitute a basis for possible integration.

Develop and use teaching materials which cut across the syllabus divisions

Stern believed it was possible for materials to focus on more than one dimension at the same time. Here is one of his examples:

> One module *Devant le micro* presents interviews with French Canadian teen agers talking about their lives, their families, and their own personal futures. Such a module can clearly be used as an example of a-way-of-life activity in the *cultural syllabus*. It has obviously a *language* interest because it consists of recordings of spontaneous, unrehearsed talk, and provides training in listen ing comprehension. This module can also be regarded as relevant to the com municative syllabus (communicative activities). It prepares the students mentally and vicariously for exchange visits.

This perception of integration through teaching materials leads one to believe that such materials could be considered "integrated" if components from various sources could be found in them. Although this identification seems the obvious first step, it does not appear to be sufficient. Such a view of materials runs the risk of the mere juxtaposition of the various components, which is a far cry from their integration. If juxtaposition is exactly what Stern, through the integration process, wanted to avoid, it seems necessary to go farther and ensure intrinsic links between the components. Coming back to two of the components from the example above, there is no obvious link between "a way-of-life activity" (culture) and "spontaneous, unrehearsed talk" (language). A very close one could be made, however, between "spontaneous, unrehearsed talk" (language) and "the various ways people speak" (culture). It will, therefore, be important to go beyond the level of labels and establish true relationships between components of a given unit. We will return to this later.

Start from one syllabus and work towards the others

To illustrate his point of view, Stern gives the example of a curriculum that has been in use in England in the past few years and that was developed from the concept of mastery levels. In this case, the language syllabus establishes lists of structures and functions (among other things) deemed necessary to reach each of the target mastery levels. Then, for each of the "language" items on the list, it becomes the responsibility of the other syllabuses to make up a list of sociocultural, and/or communicative, and/or general language education topics related to them. It should also be noted that, in Stern's view, it is also quite possible to start from each of the other three syllabuses. The results of the Study tend to indicate that our integration efforts should head in this direction. We will return to this later, at which time we will show that it is entirely possible to use any of the syllabuses as a starting point for integration.

Place the four syllabuses within an integrated model of a foreign language curriculum.

Using both Bloom's taxonomy and curriculum specifications developed by Valette (1971), Stern gives as an example the model found in the following figure:

CONTENT	OBJECTIVES		MAIN STRATEGIES		
	Proficiency	**Knowledge**	**Affect**	**Transfer**	
Language Syllabus	Suggested MAJOR Emphasis	Suggested Minor Emphasis	Suggested Minor Emphasis	Suggested Minor Emphasis	Analytical: Study and Practical
Culture Syllabus	Suggested Minor Emphasis	Suggested MAJOR Emphasis	Suggested Minor Emphasis	Suggested Minor Emphasis	Analytical: Study (knowledge about second culture)
Communicative Activities Syll.	Suggested MAJOR Emphasis	Suggested Minor Emphasis	Suggested Minor Emphasis	Suggested Minor Emphasis	Communicative Activities (Experiential)
General Language Education Syll.	Suggested Minor Emphasis	Suggested Minor Emphasis	Suggested Minor Emphasis	Suggested MAJOR Emphasis	Comparative (Crosslingual/ Crosscultural)

Fig. 1. A Foreign Language Curriculum Model

It contains the four syllabuses' contents, learning objectives formulated according to Bloom's terminology, and the main teaching strategies involved. This figure also shows in detail the relative importance of the various objectives as they relate to the contents of the four syllabuses. Finally, one can observe the scope of the proposed objectives that go from those directly related to language learning (proficiency) to those whose links with learning might not be so obvious (transfer) but whose contribution is probably as important. The results of the Study tend to show that these objectives and contents are still valid.

To this, Stern adds what he considers the predominant strategies derived from second language teaching discussions in recent years. He presents these strategies as follows:

analytical <----------> non-analytical

The language, culture, and general language education syllabuses are mostly analytical while the communicative/experiential syllabus is mostly non-analytical.

explicit < ----------> implicit

General language education is highly explicit. As for the other three syllabuses, their degree of explicitness will vary according to the maturity level of the students.

intralingual crosslingual

< ---------->

intracultural crosscultural

This division marks the distinction between non-comparative approaches (the direct method, for instance) and comparative ones (translation, for instance). The communicative/experiential syllabus will probably be non-comparative, general language education essentially comparative, and the other two will tend to use both strategies according to various stages of instruction.

The examples selected by Stern were only that, and it is not overly surprising that the exact place of each of the syllabuses on the continuum indicated by the arrows is not always at the point of the arrow. It is still interesting, however, to compare this initial position with that taken at the end of the Study. But what remains clear here is that, from the start, Stern had established parameters that were used as guidelines all through the Study and we have been able to observe how well they fared under close and detailed scrutiny. It is now time to examine what will constitute the main elements of integration.

Results of the study and conclusions

The first element that we wanted to look at was the place of the multidimensional curriculum with reference to current curricular productions. A review of recent writings and productions in the area of curriculum development showed three main directions. The first one (and the oldest) is the content oriented curriculum. A curriculum where grammatical, lexical, and other types of items are detailed would belong to this category. In reaction to this type of curriculum, which has been in existence for centuries, two other types of curriculum have recently appeared. First, a task-based curriculum formulated in terms of behavioral

objectives. The ability to make a deposit in a bank is an example of a task that could be found in this type of curriculum. More recently, a process-oriented curriculum has been suggested. With such an approach, the emphasis is put on how to teach and how the learner acts while learning.

It is not appropriate at this time to report in detail our research on these three curriculum concepts. It will suffice at this time to note that absolute truth is not found in any of them and that the current tendency is to combine elements of the three solutions. It is logical to believe that a complete curriculum will be made up of detailed contents, behavioral objectives, and processes or, in other words, ways of teaching/ learning them. By adopting such a solution we try to avail ourselves of the best each type has to offer.

The multidimensional curriculum contains detailed contents, processes, and behavioral objectives. The latter are not part of the conclusions of the Study for reasons that will be given later on: they must, however, be part of any possible application. In the light of what has just been discussed, the multidimensional curriculum is a good application of current beliefs in this area.

How language is viewed has a direct influence on the language curriculum. When, as was the case for many years, it was believed that language was made up of separate pieces that could be learned as such and then put together to meet a communicative need, it was normal to have a curriculum whose main objective was the establishment of lists of these separate pieces and of ways to teach them. This view of language, although still endorsed in some areas and certainly still present in current curricula, is now losing ground as it is unable to contribute significantly to recent research which highlights the global and functional nature of language. Consequently, we will say within our frame of reference that

44/ Considered not as a code but as the main vehicle for communication, language is a global and functional entity, the integrity of which must be respected.

This governing principle, although it will have a certain number of consequences for teaching, does not in any way imply that teaching must be global and non-analytical to the exclusion of all other approaches (we will return to this in a later section on this subject). What is really meant here is that a multidimensional curriculum will take into account the global character of language and not consider it as a set of discrete elements. In other words, while it seems reasonable to develop various types of syllabuses, the final product should tend to respect the functional dimension of language.

We indicated earlier that the numerous relationships that could be established between the content of the various syllabuses led us to believe that the integration was possible. In fact,

it would be tempting to bring such elements together and have the students look at them from their various angles. The weakness of this approach is the risk of breaking up language into small pieces and, in the end, having students concentrate on one or just a few language elements.

The global and functional nature of language will be best served by the presentation of the normal diversity of language in teaching units whose content will come from various syllabuses. Integration of content proposed by the syllabuses would seem to be best accomplished through the teaching process and, more to the point, through the development of teaching units. These teaching units should be developed in a way that makes it possible to select from them target teaching contents at various moments of the program and in various contexts. We can then say that

45/ It is through integration of content, proposed by the various syllabuses, into coherent teaching units that the integrity of language will be best respected.

From the learner's point of view, respecting the integrity of language means that the student should be offered opportunities to create his own experiences in the second language, work on content that is relevant to him, and use his own learning strategies.

For the student, creating experiences in the second language is learning by practical application that another language can be used to communicate things of a personal nature and, at the same time, contribute to one's own general education. Language is a living thing and it is unreasonable to believe that it can be taught from books and out of context. Linguistic, social, strategic, and communicative abilities must, on the one hand, be developed as a whole and do not, as we have seen, lend themselves to piecemeal treatment. On the other hand, they can only be acquired through situational practice. In other words, it seems essential to unite student and language in a communicative whole rather than try to teach someone communication. This concept means, for example, that language learning must be closely related to the student to the point of becoming part of his life experience. In so doing, we ensure that the second language is used to express life experiences and to develop the student's general knowledge.

Furthermore, by having the student live personal experiences in the second language, we make certain that he will be given opportunities to communicate which are meaningful to him. The time has passed when language use was reduced to placing a mythical John in just as imaginary a restaurant (or theater, or office, or ...). In one's mother tongue, all communication has an objective directly related to the speaker. He wants to convince, oppose, narrate, express his feelings, etc. It should not be different in the second language

since we are still talking about communication and since real communication cannot be trivial. We wholeheartedly concur with Busching and Lundsteen when they state that "... trivial learning does not become worthwhile just because it is joined with other trivial learning." This observation has definite implications for the integration of the syllabuses.

With reference to the above, we must realize that the learner should always be given the opportunity to use learning strategies that work for him. It would not be wise, therefore, to limit oneself to a monolithic "good for everyone" approach, experience having shown the limits of such a decision. As a learner, the student imposes certain restrictions on the integration of content in the multidimensional curriculum. We can thus say that

46/ Syllabus integration must provide the student with the opportunity to live second language experiences relevant to him while allowing him to develop his own learning strategies.

Introducing the student to language by having him live experiences in his second language is a pedagogical choice that is motivated both by our view of language and by the learning process that we will be advocating.

Language, as has been said often, is a means of communication and in our presentation of the language syllabus we discussed the pedagogical implications of this definition. There is no reason to discuss this aspect further but we should mention in passing that the necessity of putting the student in natural communicative situations comes from this concept.

In so doing, we are also making decisions about the teaching strategies that will be used to help the student in his learning process. The two dimensions are, therefore, closely linked and we can say that

47/ The pedagogical approach must be based on the view one has of the subject to be taught and the learning process used by the learner to master it.

Once the subject to be taught has been mastered, the learner will have become what could be called a competent user of the language. This concept of competent user of the language comes from the language syllabus and has the characteristics that one would expect from that syllabus. These same characteristics come from the notion of communicative competence developed by Hymes, Canale and Swain, and others, a notion that is also well known. It is, therefore, not necessary to go into detail on this, except as a reminder, and to introduce this aspect of language learning in our conclusions. It is sufficient to recall that

48/ The competent user of the language must have grammatical, discursive, sociocultural, and strategic knowledge but above all he must be able to use this knowledge in authentic communicative situations.

And so, it is in the general context of authentic communication that language teaching/learning must be based. If it is to work, the integration process must bring together similar experiences so that several types of content can be learned at the same time. For the members of the Study, the experiential approach, as developed in the communicative/experiential syllabus, represents the unifying pedagogical principle.

The experiential approach, contrasted by Stern with the analytical approach, that he reserves mostly for the linguistic code, sees language as a means to an end, not as an end in itself. The learner's attention and effort are then solely centered on the task, on the message. Linguistic correctness is not an immediate concern for the student (or for the teacher).

It is important to recognize that it is only through a pedagogical approach of this type that the introduction of communicative situations in class has a chance to allow students to acquire communicative strategies. It should be obvious that reducing a situation or a document to some of its components makes that situation, that document useless as a source in learning to communicate. This reduction does not mean that the student will not learn anything else, only that he will not learn to communicate. And since we have established that the ability to communicate can only be developed in actual situations, it follows that

49/ Because it constitutes a way of introducing language in situations of authentic communication that is applicable in the classroom, the experiential approach must be seen as the basis for teaching the integrated multidimensional curriculum.

It will be remembered that the communicative/experiential syllabus presented language experience as a source of learning how to communicate in the second language. This mode of presentation could lead to the belief that it is sufficient to put the learner in any communicative situation for the process to get started. It should be pointed out, however, that in the presentation of the communicative/experiential syllabus, it was clearly shown that such could not be the case since, on the one hand, all situations might not prove communicative for a given student and, on the other, it was necessary to ensure the presence of a formative dimension in the student's language experiences. And so borrowing a term from general pedagogy, we will say that

50/ The experience of using language for purposes of communication is gained through educational projects.

These educational projects have certain characteristics. First, they are units of work with clearly defined teaching/learning objectives. These units can translate into student involvement for periods of varying length that can go from three to four days, to possibly five or six weeks.

Among the objectives of the work unit, one will find exposure to and active participation through personal involvement in a language experience, reflection on learning, establishment of corrective measures as needed, and realization of a concrete product.

In other words, language learning must follow a path that allows the student to live an experience that will turn out a concrete product that can be referred to when evaluating the strong and weak points of the teaching unit. In this way, student contribution is real in every step of the learning process. To sum up we will say that

51/ The educational project is a unit of work of variable length which involves both reflection and constructive action with regard to learning and which turns out a concrete product.

We have already indicated that the language experience should come from the student's fields of experience and that the latter are mostly found in the communicative/experiential syllabus. This indication does not necessarily means that fields of experience cannot proceed from the other syllabuses. It would be quite normal, for instance, to consider a component from the culture syllabus as a field of experience and build an integrated teaching unit based on that component. The basic pedagogical treatment of this cultural element would then become experiential. That would also hold true for components from the general language education syllabus. This diversity of potential sources is due to the fact that the notion of language experience is always pedagogically interpreted. It is, therefore, normal to find language experience whenever the proposed situation facilitates a normal interaction between the student and his environment.

We will thus say that

52/ The main sources of the educational project are the student's various fields of experience. Such fields are listed in the communicative/experiential syllabus but can also come from the culture and the general language education syllabuses.

Modern pedagogy justly places the student at the very center of learning. This curriculum

has exactly the same objective and looks at the student both as a person and as a learner.

As a person, the student has characteristics that will have to be taken into account in the integration process. These characteristics can mostly be found at the developmental level.

The student's level of cognitive, affective, and social development is mostly linked to age and experience. Research, as well as everyday observation, clearly shows that a student from the grades 4-6 range does not reason the same way as one from the 7-9 group and even less than one from the 10-12 group. In fact, the student's level of cognitive development is very much related to his capacity to extend his environment beyond his own person. Billows (1984) proposes a model of an expanding environment using four concentric circles whose common center would be the learner (Figure 2).

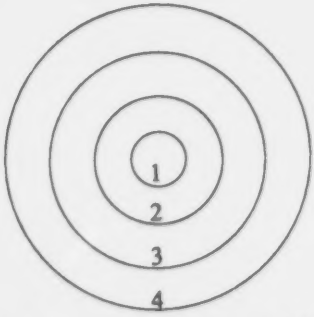


Figure 2: The Expanding Environment of the Learner (Billows)

In this illustration, circle 1, the one closest to the absolute center where the child can be found, represents what he can see, hear, and touch directly. Generally speaking these elements coincide with his immediate environment and the language he is able to use must closely parallel action. Circle 2 represents what the child knows from his own experience, his daily life, what he has directly seen or heard (at home or in his neighborhood) but that he cannot see or hear at that very moment. This knowledge can be activated by the use of language associated with a situation developed in the classroom. Circle 3 represents what the student has not yet directly experienced but that he can imagine with effort using pictures, charts, etc. As for circle 4, it represents what goes through the student's mind through spoken or written language alone without help from audio-visual props.

By using this representation, it is possible to visualize where the three groups of students

targeted by the Study would stand. Thus, students from grades 4-6 would be mostly described by circles 1 and 2 with rare incursions into circle 3. As for students in grades 7-9, they are more experienced with the second language and can operate in circles 2 and 3 with a few points in circle 4. Finally, the 10-12 group can easily reach the circle 4 level which should be the ultimate level aimed at in that respect.

This division into four levels of cognitive development will obviously have some effect on the various curriculum content types which, as noted earlier, must be part of the multidimensional curriculum in varying proportions. Let us quickly review each of the three target groups in that respect.

In the 4-6 group, the student has little or no experience with the second language. He probably does not have linguistic or cultural awareness in the second language either. He knows how to read and write in his first language but he still needs to develop this ability. He has a certain number of personal interests. Since he is mostly operating within circles 1 and 2, he is likely to be interested in himself, his family, his friends, his house, his daily routines, playtime and holidays, sports, shows, music, pocket money, and, generally speaking, by any activity presenting a challenge but which can be dealt with using a relatively elementary language level. As far as content is concerned, he is developing his ability to use language, he can use elementary structures and vocabulary in activities at his own level and he is developing a certain level of confidence in his ability to use his second language in such instances. He is learning to interact within a limited number of functions. At the process level, he is developing his memory as well as his communication strategies and he is also developing group-work strategies together with social strategies related to group learning. He is learning to establish links between his own experiences and the world around him. As for objectives, the emphasis is mostly on communication with a few cultural, linguistic, cultural awareness, and linguistic awareness objectives added.

As far as the grade 7-9 student is concerned, he is mostly functioning at levels 2 and 3. He has developed a certain number of personal interests and learning strategies in other subjects. He is interested in his family, his home, music, teenage literature, some social phenomena, etc. At the content level, he is further developing his linguistic resources (structure, vocabulary, grammar) and is adding to the number of functions where he can be efficient in his second language. He is developing one or two language registers and has begun to write in the second language. At the process level he is developing strategies of the "learning how to learn" variety and applying them to second language learning; he is beginning to acquire discourse strategies (cohesion, logical development), etc. He is learning to function when with others and to establish the type of relationship between his own experiences and his new

learning that could bring about changes in him. As for objectives, all areas (language, culture, general language education, and experience) are of interest.

The grade 10-12 student could be characterized as follows. He is mostly operating at levels 3 and 4 and is interested in topics stemming from them: comparisons between francophone cultures and his own, the work world, his future profession, current events, celebrities, second language literature, etc. As far as content is concerned, he is adding to his knowledge of structure, vocabulary, and grammar, he is expanding his registers, he is adding to the styles in which he can write, and he is developing his speaking ability. As for processes, he is developing specific skills in comprehension and expression in both the spoken and written modes, he is applying cognitive strategies to his second language learning endeavors, he is refining his ability to function socially, etc. As for objectives, they once again cover all areas noted for the previous groups.

If the student's cognitive development has extensive ramifications for everything that is related to his learning, his social and affective development should not be neglected. In fact, success in the kind of work implied by a multidimensional curriculum (group work, a certain level of reliance on others, and acceptance of the contributions of others) is closely related to the social and affective maturity level. It will not be easy for a teenager , still very egocentric, to agree to play the game unless these two areas have been taken into account. This situation also applies to the comparison of other cultures to his own, and so on. With this very important aspect of the student in mind we will say that

53/ The selection of fields of experience must take into account the student's cognitive, affective, and social maturity level.

The decision to use experience as the basis for integration is not without its effects on teaching. Two main questions are raised: the relative allotment of content and the preferred means of presentation. As far as we are concerned, proportions should vary according to grade. This decision is due partly to the result of our earlier discussions on the student's maturity level and, also, to the need for variety in the curriculum as a whole. At the beginning of second language studies, it is clear that the most pressing needs are at the communicative/ experiential and linguistic levels. On the other hand, the level of cognitive development does not allow for a massive introduction of general language education content which will increase proportionately with the student's evolution. The same situation applies, *mutatis mutandis*, to the content of the culture syllabus which must be gradually introduced until, at the 10-12 grade level, relatively lengthy presentations can be made once the ability to make comparisons and accept what is different has been developed. Here again, particular

circumstances in a given environment can have an effect on the various content proportions at any of the levels and it is the program developers who will be best qualified to decide on these proportions.

It follows from this first set of arguments that there will not normally be a single curriculum for all levels. The particular circumstances of the learners, of teaching and content, vary too much to permit such a rigid approach. A single curriculum also does not answer the need for varied contexts from the perspective of content as well as methodology.

54/ In the allotment of content, the personal and pedagogical imperatives underlining each of the three target levels will be taken into account.

One last constraint in the selection of a field of experience is its potential for integration. This indication means that a selected field must normally be able to accommodate content from other syllabuses in order to contribute to an efficient teaching/learning process. Accommodating content normally implies that syllabus content added to the initial field will not be perceived as an appendage (that might possibly be dropped) but as an integral part of the activity. In this way, the student will be as motivated in working on, for instance, general language education as on the rest of the material since this particular content will be well integrated into the whole. The integration of all targeted content in a given field of experience results in justifying its presence in the language experience and in making its learning both natural and justified. We will, therefore, say that

55/ Selected fields of experience must be open to the integration of content from all other syllabuses. This integration has the effect of validating this content.

Application of the experiential approach to fields of experience normally involves three main phases. First, it is essential to prepare the student for the experience he is going live. Launching a student into an experience unprepared is a sure cause of failure. This preparation (apart from the linguistic preparation that will be discussed later on) consists mostly of giving the context of the experience. The teacher will use this opportunity to indicate what will be done and to elicit from the student what he knows, thinks, and/or imagines about the proposed activity. Anticipation is generally the means used to prepare for an activity

Once preparation has been completed, it is then time to go on to the activity proper. A complex activity is likely to be made up of sub-activities. It is necessary to treat each as if it were a single activity; that is, have a sufficient preparation phase before proceeding with the experience proper. In all cases, the teaching objective will be non-analytical and

message-centered. This outlook does not preclude the teaching of discrete points but they must be directly related to the experience and be essential to its success.

Finally, one should plan a teaching sequence that will be used to reflect on the experience. As was indicated in the discussion on the syllabuses, there must always be a general education objective. This general development, together with the expected learning resulting from the activity, are dependent in good part upon the student's reflection on what he has accomplished. From the standpoint of the student-centered approach which we have adopted, it is also useful to give the student opportunities to evaluate his experiences, thus supplying the teacher with useful information. For these reasons we will say that

56/ The recommended

approach for experiential learning includes three phase: a preparatory phase, an experiential phase, and a reflective phase.

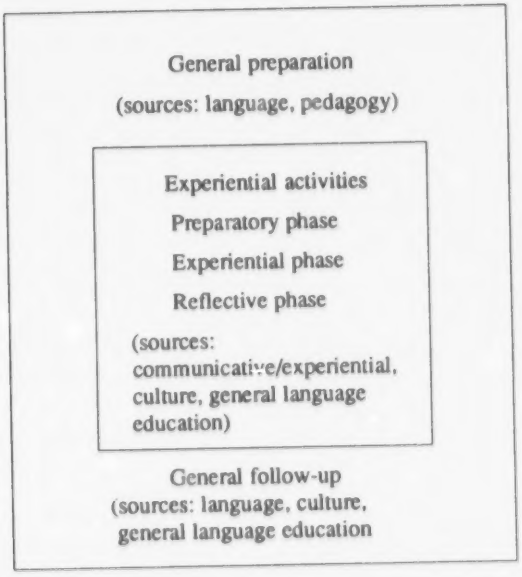
The three steps of the language experience are linked, as indicated, to the experience itself. The experiential approach is global in nature. However, the student needs not only knowledge resulting from experience but also linguistic knowledge to effectively communicate with others. As indicated in the discussion on the language syllabus, accepting the primacy of message over form does not imply that a message does not need form or that the form is always known. So we will say that

57/ If the experiential

approach forms the basis of the pedagogy of the multidimensional curriculum, is not sufficient to ensure on its own an acceptable mastery of language.

In that sense, it seems essential to plan for strategic moments where knowledge will be at the forefront; that is, where the student will be given opportunities specifically to acquire it, reflect on it, and introduce it into his linguistic behavior. For these reasons, we will want to have each set of experiential activities preceded by a language phase that will include, among other content, a major lexical component as preparation for the various tasks faced by the student. One might also want some pedagogical preparation or, in other words, some familiarization with the type of exercises that will be used during the experience.

Once activities related to the experience have been completed, it will be necessary to plan for detailed follow-up on the whole experience. In this follow-up, it would be normal to work in more depth on designated language, culture, and general language education concepts introduced during the activity stage. The purpose would be either to consolidate or to expand the concepts. The following figure illustrates this approach:



We will say, therefore, that

58/ ***The use of this approach involves sufficient language preparation and a follow-up that will allow for the consolidation and expansion of the target language content that arises during the student's experience.***

The preparation and general follow-up are aimed at making the student able to master the form of the message as well as the other content involved. Mastery of the language form and of culture and general language education content clearly imply the acquisition of knowledge and, consequently, the opportunity to reflect on this new knowledge.

During the discussion on the language syllabus we had the opportunity to introduce an approach that favors this type of learning, namely the analytical approach. We were able to

show at that time how this approach was adapted to the learning of the formal part of language through its emphasis on linguistic form and, more generally speaking, on observing how language is organized. Thus we will say that

59/ ***The correct use of language implies knowledge that can be acquired through an analytical approach which then allows for recognition of the components of language behavior.***

However, this conclusion does not mean that language, culture, and general language education items should be isolated and taught as discrete points. As indicated when discussing language, the teaching of language behavior items must be done in context if they are to be generalized in real communication. Contextualization of the components also has the advantage of clearly showing the student the relevance of what he is asked to learn in the more general framework of communication. Using an analytical approach is using the analytical capabilities of the learner (Wilkins 1976).

Since an analytical approach includes analysis, reflection, and comparison, we will state once more, this time relating it specifically to pedagogy, that

60/ ***Recognition of the components of language behavior implies that the analysis, reflection, and comparison be made in context and justified by this context.***

It might be a good idea to to examine for a moment the foundations of this analytical approach to try to better understand what it wants to do and how it expects to do it. To do this, we will refer to work in cognitive psychology as we did in our discussion of the language syllabus.

For cognitive psychology, acquisition of language skills has two components. The first one is made up of declarative knowledge such as the lexicon and syntactic rules. This knowledge must be stored in the learner's memory to become available as needed. The second component is the operations that must be mastered to be able to use the stored knowledge.

What is interesting in this model is that it explains the relationship that must exist between knowledge and its efficient use in linguistic communication situations. There is, in fact, a high probability that the way knowledge is organized in the memory could have an influence on its availability come production time. For example, it seems that knowledge acquired globally without ensuing analysis of the components cannot be easily transferred to other contexts (Bialystok 1985). From this, we can easily see the influence such a model can have on teaching (and on research). We will repeat, therefore, that

61/ The analytical approach pertains to a cognitive model of language learning and implies a gradual acquisition of linguistic knowledge and the development of the ability to use it.

We already have an idea as to the sequence suggested by this cognitive model. First, there will be a cognitive step where the learner will be led toward observing, discovering a given language behavior fact and storing it in his memory. Obviously, we will have made certain that the fact is not trivial and that there is a chance it will contribute to the improvement of the learner's linguistic knowledge. We are, at this point, talking about conscious knowledge.

The following step will be one in which the learner establishes a link between the knowledge he already has and the new linguistic input to try to integrate the latter into his previous representation of how that portion of language worked. During this phase, it will be important to give the learner a variety of opportunities to use his new knowledge in all kinds of contexts. This process is the associative step.

Finally, the third stage will be that of the automatic (or quasi-automatic) operations, one in which knowledge is easily used in real communication.

This model, it will be noted, tries to explain the acquisition of the skill of using this knowledge in language behavior situations. For this reason, it will also apply to knowledge coming from the other syllabuses inasmuch as they participate in the success of communication. In short, we will say that

62/ The preferred approach of the cognitive model includes a cognitive phase (conscious knowledge), an associative phase, and a (quasi-)automatic operations phase. This approach holds for all the language syllabus content as well as for that from the other three syllabuses when acquisition of knowledge is involved.

The second step above deserves closer attention since it clearly shows the necessity of abundant practice with language components in communicative situations.

Earlier approaches based almost entirely on a certain kind of practice produced results which fell far short of expectations. This observation gradually led to the conclusion that practice was not really productive and that we might as well forget it and return to knowledge. It was not, however, practice in itself that was at fault but rather the kind of practice proposed. As we have seen, the type of practice suggested here is one that will allow for the gradual acquisition of the necessary operational abilities in a given situation, in a given context. The

language teaching field must now ponder this suggestion to propose solutions that are in agreement with these premises.

In our view, this practice implies the reinvestment of knowledge in new and progressively more complex communicative contexts. One could, for instance, take into account the distinction in difficulty between planned and spontaneous discourse, as noted by Ellis (1984), to ensure a certain progression in the level of difficulty in speaking. Be that as it may, the necessity for practice will have to be addressed in pedagogical materials. We will, therefore, say that

*63/ **Because learning is gradual, it is through reinvesting new knowledge in more and more complex contexts that the learner can ensure his progress.***

One possible solution to the question of reinvesting could be found in objectivation as proposed in the general language education syllabus. The "objectivation" process as a source of reinvestment can be represented in a kind of spiral in which the significant moments would be a) conscious acquisition of knowledge, b) comparative analysis, c) reflection, and d) reinvestment of knowledge in new contexts.

This technique, already in use in L1 teaching, helps to better understand the phenomena studied through maximum input from the learner. The teacher's help is obviously going to be needed in the beginning. With time, however, students will learn to ask themselves the questions leading to a good analysis and, ultimately, to a better understanding of the phenomena. For these reasons,

*64/ **Objectivation is the recommended technique for reinvestment where the student goes from an initial inability to function to an ability to function with assistance and, ultimately, to the ability to make personal decisions.***

Our last point in this chapter on pedagogy in a multidimensional curriculum deals with the approach toward receptive and productive skills. For pedagogical reasons,it will be necessary to start with the receptive skills. It should be noted that, as far as listening is concerned, for instance, it is not a question of "listening for production" but rather "listening for understanding". It is on this level, in fact, whether it be reading or listening, that it is possible to put the student directly in touch with features of the language that he might need to function properly in his various experiences. A process that goes from receptive toward productive skills allows for introduction of all sorts of language content in several steps: discovery (with help), recognition, use in limited contexts, use to fulfill personal needs. Such an approach

leads to a significant reduction in ad hoc interventions which are most often only needed to prepare what immediately follows. By following this process, we allow the student to develop receptive skills in an area and on topics of interest to him and, at the same time, to prepare himself in the same way for language production activities. We will conclude this chapter by saying that

65/ As far as language skills acquisition is concerned, it is usual to progress from receptive to productive skills.

Chapter
7

EVALUATION

Just as the pedagogical a
proach must be a reflection of one's conception of language and learning, so must evaluati
take these realities into account. Recent research in the field has continued the work done
communicative competence structure by trying to find solutions to the problem of measuri
its components. In a forthcoming book quoted by Skehan (1988), Bachman proposes t
following model of communicative competence:

Trait factors: Competences
- *Language competence*
  - Organizational competence
    - Grammatical (Lexis, Morphology, Syntax)
    - Textual (Written and oral cohesion, Rhetorical organization)
  - Pragmatic competence
    - Illocutionary (Language functions)
    - Sociolinguistic (Register, Dialect, Figurative language, Cultural allusions, Naturalness)
- *Strategic competence*
  - Assessment
  - Planning
  - Execution

Skill factors
- Psychophysiological mechanisms
- Mode (Receptive/Productive)
  - Channel (Oral/Aural, Visual)

Method factors
- Language-use situation
- Amount of context
- Distribution of information
- Type of information
- Artificial restriction

The fact that evaluation models now make reference to communicative competence is not surprising. What is of particular interest in the above table is the place given to factors relating to skills and methods. It is interesting because it is recognition that the theoretical and practical dimensions must become complementary when the time comes to evaluate the student's knowledge or performance. In actual fact, a large proportion of evaluation in the school setting takes place while changes in knowledge or skills are occurring and as a component of the particular pedagogical approach used. It can, therefore, prove very difficult to collect samples of production/reception which are truly representative of what one wishes to measure at a certain point in time.

However, in spite of the difficulties (which are not new but which are becoming more complex as new aspects of communicative ability are unveiled), we cannot imagine a pedagogical approach which does not have a well integrated evaluation procedure. This must certainly be the case for the multidimensional curriculum and each of its components. For this reason, we want to begin this chapter by recalling that, just as for other school subjects,

66/ Evaluation is an integral part of any pedagogical approach in second language teaching.

There are two main approaches for evaluating the way the student is functioning in his second language course: formative and summative evaluation. Formative evaluation takes place as the student's knowledge and skills are changing. Because language learning is a long process, evaluation of its evolution must play a primary role in the language curriculum.

Formative evaluation should not be confused, however, as too often happens, with the on-the-spot judgment by the teacher of student production. Formative evaluation and positive (or negative) reinforcement are not the same thing. Formative evaluation implies that data on each student's performance are kept up to date and that they lead to appropriate types of

pedagogical intervention. This suggestion does not mean that all students should be assessed every day. Formative evaluation can be done through sampling over a certain period of time.

As its name indicates, formative evaluation must contribute to the development of the student. To that end, it is obvious that the results of the data gathered by the teacher must be shared with the student and that the latter must be given opportunities to contribute to this process. For instance, the use of self-assessment instruments (constructed with the program and its objectives and classroom activities in mind) has shown to be highly rewarding to all concerned. The comparison of the teacher's perception as noted in his data with the student's in his self-assessment answers has also proven to be of value.

Be that as it may, formative evaluation allows us to follow the student through the various stages of his development as a second language learner instead of being limited to measuring the level of success at a given point in time. For this and other reasons, it must be given a central place in any program of evaluation linked to a multidimensional curriculum. We will say, therefore, that

67/ Since language learning happens over a long period of time, resulting in constant evolution in the learner, it is essential to use formative evaluation which allows close monitoring of this evolution.

The short description of formative evaluation in the preceding paragraphs should have been sufficient to show both its strengths and weaknesses. Its many positive aspects largely justify its place in the evaluation process. Its weaknesses make it insufficient by itself.

Formative evaluation carried out by the teacher and learner is subjective at many levels: choice of the time of the evaluation for a given student, choice of content, representativity of content, the assessment itself, etc. Such subjectivity is not bad in itself as will be seen later. It has, however, not been anointed through statistical treatment. For these reasons, in a school setting where administrators have important decisions to make concerning each learner, it is deemed better to implement it with another type of evaluation, also somewhat subjective but statistically validated, summative evaluation.

Summative evaluation is conducted at specific points in the curriculum using statistically calibrated instruments. It obviously implies the availability or the development of such instruments for all components of the curriculum. These instruments should not be chosen just because they are available from a publisher but should be closely aligned with the objectives of the language course and the means used to reach them. Therefore, it becomes the responsibility of program coordinators to develop (or to supervise the development of)

instruments that will be of direct use to them, taking into account the particular circumstances of their program and their administrative constraints. Discussion on how to build such instruments goes well beyond the framework of this document and there are numerous references which could be usefully consulted. We will, therefore, only mention at this time that

68/ Summative evaluation is also necessary, at least in all cases where administrative or personal decisions have to be made concerning the student.

During the discussion preceding our conclusions on the need for formative and summative evaluation in a multidimensional curriculum, we mentioned in passing the need for instruments to reflect what was happening in the classroom. What is essentially required from any evaluation program is that its underlying principles be compatible with the fundamental principles of the second language program. It is of the utmost importance to recognize that only results obtained in a valid evaluation can help in determining the success (or failure) of the approach used. This is the case for all approaches, for all programs. And this is the case for the multidimensional curriculum.

The time has passed when approaches and pedagogical materials became fashionable without the accountability that could have been provided by an adequate evaluation program. Implementation of the multidimensional curriculum can not take place without a relevant evaluation program. Such a program will have to take into account, among other things, the regular switching from an analytical-type approach to an experiential one during the language teaching/learning process. It would not in fact be fair to either the learner or the program to place more value on the results of one approach than the other when the assumption is that they both contribute, each in their own way, to the acquisition of communicative skills through correct use of the language. Furthermore, exclusion or reduction of the importance of either of the approaches would result in a reduction of its importance in the eyes of the student and would, consequently, diminish its potential value. It is, therefore, important to indicate that

69/ The practice of alternating between the experiential and analytical approaches influences the method and the content of evaluation.

The proposals made by the multidimensional curriculum have essentially two aims: the acquisition of relevant knowledge and the ability to use it in normal contexts of communication.

One of the implications of this statement is the need to try to measure the level of success

in communicating. This measurement is no easy task. For a long time, specialists in evaluation have felt that the only way to adequately evaluate the success of communication would be to observe the learner in his dealings with the target community. But as Skehan (1988) indicates, such an approach would not solve the problem at all. Notwithstanding the fact that it would not really be feasible (time constraint), it would be distorted (learner would change his habits in such a context), unethical (intrusion in private lives), and unreliable (interpretation of results would vary among observers).

It is for these reasons that evaluation specialists have tried to give themselves criteria which would allow them to establish levels of success or failure in communication. Such criteria appear in the table at the beginning of this chapter. Their use, in both formative and summative evaluation, helps in clarifying one's thought and in better justifying one's judgment in that respect. The fact still remains, however, that evaluation of successful communication by the participants even in one's own language is highly subjective, which is made abundantly clear by the numerous errors in interpretation by participants in an act of communication. The quality of one's interaction with the environment is dependent upon a multitude of variables and it is not readily obvious how these could be accounted for in any assessment. As far as we can tell, it would be misleading to suggest that some instruments will reduce this inherent level of subjectivity. In fact, it is the opposite that would be disturbing. It is, therefore, necessary, especially for the person called upon to pass judgment on a daily basis, to recognize this subjectivity and to take it into account in one's evaluation.

70/ The evaluation of the level of success in communicating implies the acceptance of a portion of subjectivity in the judgment.

The acquisition of relevant knowledge is also a basic component of what is being proposed as a learning approach for second language learning. This knowledge is provided by all syllabuses and contributes to the correct use of the language in context. This observation implies that, beyond the evaluation of a relative level of communicative success, it is also important to deal with evaluation of the level of accuracy in language use.

There are close links between the mastery level of code complexities and the ability to formulate complex messages. And while it might be pedagogically acceptable in many instances to pay attention specifically to the message, it would be dangerous to favor this level of intervention solely, since research on the fossilization of errors has shown that they become part of the speaker's linguistic system through repetition. It follows that

71/ Accuracy of expression constitutes a legitimate object of evaluation .

There is one aspect of the multidimensional curriculum that must be treated in a more delicate fashion. It is the aspect of the learner's attitudes when faced with another language, another culture. As has been indicated, particularly in the discussion of the culture and general language education syllabuses, what is hoped for is an opening up of the student to the French fact. This opening would gradually lead to understanding then, possibly, to acceptance of this fact as a relevant part of the student's environment.

It would obviously be interesting to gather data on the level of success of this approach. It is, however, necessary to be very careful with this since student candor cannot be guaranteed if success in the French course is linked to a positive answer to questions on attitudes. Both the culture and general language education syllabuses recognized this fact and their suggestions on this subject lean toward self-assessment and free discussion, the results of which would not count as part of the class mark. Even though the attitudinal aspect in a second language learning context is very important, we remain convinced that an indirect approach is the only valid one. We will thus say that

72/ Attitudes must not be part of the criteria measuring success in a French as a second language course.

Evaluation must contribute to the student's development both as a second language learner and as a person. As has already been indicated, an evaluation program can contribute to the enhancement of approaches used during the long language learning/teaching process by integrating their basic principles into its practice. But even more must be done by developing evaluation instruments that will fully contribute to student development and training.

To achieve this contribution, it is important that evaluation activities be relevant for the student. In other words, they must be such that he wants to do them and he can observe and understand their results. This is in fact just another way of saying that teaching and evaluation must be closely linked. We will, therefore, say that

73/ Tasks used in evaluation must have a formative value for the student.

Only in this way will we succeed in integrating evaluation into the educational process since the student will feel involved every step of the way. To involve the student in his evaluation and to make it a learning and training tool requires much more than reviewing test answers on the board. It implies, for instance, that the student be given the opportunity to justify his answers and to discuss their accuracy, that he be allowed to question the tasks he had to perform, that he can make suggestions regarding his evaluation, that he be given regular

opportunities to take stock of his learning, that he be afforded means to self-assess, etc. Whatever the means or sets of means used, it remains that

74/ The student must be involved in the evaluation process.

Development of a coherent program of evaluation constitutes a heavy load that must fully involve program coordinators and teachers, as well as specialists in evaluation.

As far as pedagogical materials are concerned, one would expect that they would include evaluation instruments developed with the basic principles and objectives of the materials in mind, which implies that their selection would reflect, to some degree at least, the aims of the persons choosing them.

As for formative evaluation, procedures should be standardized so that students in a given jurisdiction would benefit from the same type of evaluation and from the same possibilities for adjusting teaching strategies to the needs so established. These demands are not unrealistic since

75/ There are techniques which allow us to respond to the evaluation needs of the multidimensional curriculum. Many of them are briefly introduced in the research and evaluation task force document on this subject.

Chapter

8

TEACHER TRAINING

Any adjustment, any reorientation and, more to the point, any fundamental change of direction in teaching requires that an investment be made in the training of those who will be called to implement the changes. This precept holds doubly true for language teaching where language is both the goal and the means of teaching, which adds to the complexity of pedagogical action.

The following paragraphs do not claim to present a second language teacher training program, which would go well beyond the limits of a synthesis such as this. Their purpose, rather, is to establish in broad strokes what any adequate professional training for second language teaching should contain. Nor is the aim to distinguish between what is already being done in teacher training, which is at times very good, and what is not being done. Interpretation of the following points is left to those who will examine and use them according to their resources.

For the last few decades change has been the rule rather than the exception in the field of second language teaching. The result has been that a large number of teachers have had to adjust their pedagogical thinking more than once over a relatively short period of time. These adjustments have not gone smoothly. Far from it. Normal resistance to change has often been cited as the main reason for the difficulty in introducing new ideas in the second language

classroom. There might, however, be cause to look beyond resistance to change and question how well pre-service training of language teachers has prepared them for change during the last few years. Many authors have brought to our attention the all-too-short time given to professional training of future teachers. We can only concur with this, in particular in the case of the one-year pedagogical training program following a B.A, which can only be considered, at best, as band-aid treatment given the current needs of teachers.

We believe that the art and science of interacting effectively with learners are gradually acquired and that this acquisition requires a sound training in general pedagogy. It is from this discipline that the various types of teaching found in the classroom, including second language teaching, derive their basic principles. General preparation thus constitutes preparation for change since knowledge of the basic principles of teaching makes understanding (and critical examination) of new ideas much easier. It is, therefore, important to indicate that

76/ In the context of pre-service training, the second language teacher must receive a solid general pedagogical training to acquire basic principles whichwill permit him to see connections between changes which will surely occur during his career.

Because of the particular situation in language teaching, referred to earlier, where language is both the object and the means of teaching, the French teacher finds himself in a situation where he must be a language model for his students at the same time as he teaches his subject. The need for modeling in the classroom can not be overstated. The way to use the language in communicative situations is not self-evident and it is only through observation followed by practice in context that this ability can be acquired.

But, as has often been noted, accuracy in the use of language is also an objective of the multidimensional curriculum. Teaching for accuracy in the communicative use of language requires knowledge of the use of language. Furthermore, it is very important that the teacher be able to make sure that communication in the French class take place. . . in French. Obviously, this requirement applies first to the teacher himself. For these reasons, we will say that

77/ The French as a second language teacher must have a thorough knowledge of French so that he can assume his role as a language model for his students.

The responsibility of the French as a second language teacher does not stop at thorough knowledge of language use. It must also include, if at a slightly less advanced level,

knowledge and understanding of the culture of the target language. In fact, the ability to judge the appropriateness of the form of a message relies in large part on the understanding one has of the cultural context in which it is interpreted. We will then say that

78/ The French as a second language teacher must have a solid knowledge of the target culture to be able to interpret messages correctly in terms of the social, esthetic, and ideological dimensions that underline them. French cannot be reduced to translated English.

Knowledge of the correct use of language and of the effects culture can have on the interpretation of the message is not enough to make a language teacher of anyone who has that knowledge. To be able to teach a school subject, a person must have had the opportunity to render his knowledge explicit whether it be at the level of language, culture, language education, or language experience. In other words, the teacher must be able to answer questions on these topics and offer explanations that will prove satisfactory; that is, adapted to current learner needs and level. This is where specialized training begins to enter into play because what is now asked of the teacher, beyond an ability to use the language, is conscious knowledge of the contents making up this ability. Teacher training must obviously include this component. We will thus say that

79/ Beyond current knowledge of language, the French as a second language teacher must also be a specialist in content, that is, be able to reflect on his knowledge of language, culture, experience, and general language education. In other words, he must master his subject.

The second dimension of specialized training is not about teaching content but rather second language learning. Research, especially psycholinguistic research, supplies the field of language teaching with observations about language learning/acquisition levels which can prove very useful in pedagogical decision making in the classroom. We will, therefore, say that

80/ The French as a second language teacher must have a sufficient understanding of language learning/acquisition processes so as to be able to correctly interpret what is happening in the classroom and make the right choices in his teaching.

Strategies also play an important role in the multidimensional curriculum. It is strongly recommended that they be consciously used by the student to help him become a better

learner. The general language education and the communicative/experiential syllabuses are the two most likely to benefit from having a teacher who is qualified to assist the student in his learning effort,but it is obvious that the other two syllabuses could also profit from such a situation.

Study of strategies, especially those of the good learner, has prompted a number of recent works and since the use of strategies usually leads to greater involvement of the student in his own learning, it seems reasonable to ask that this domain be part of a teacher's basic training.

81/ The French as a second language teacher must know the main learning strategies and the effects of their application.

Teaching language as a means of communication in real situations presents challenges to the profession that the more book-oriented teaching of structures, even functions could leave unanswered; that of putting teaching content in contexts of real communication. This requirement is likely to cause difficulties for someone who is used to a teacher- and content-centered approach.

First, it is necessary to have a good understanding of the nature of communication in a natural setting, which in itself constitutes a sizable challenge. But beyond that, it is essential to know how real communication can find its way into the classroom and, once there, how to treat it in order to allow the student to derive the most benefit from the situation thus created.

82/ The French as a second language teacher must have a sound knowledge of the nature of authentic communication and its possibilities in the classroom.

It is also important for the French as a second language teacher to have, in his repertoire, pedagogical approaches and techniques related to some of the basic options in language teaching. It appears, for the time being at any rate, that the main sources for this could be found in the analytical and the experiential approaches, and in "objectivation". These pedagogical components of language, aimed at both communication and accuracy, are not restricted to the multidimensional curriculum but rather are part of what is currently known about language teaching/learning. It is, therefore, not a question of recommending an overspecialized training that would only be applicable in a given situation but rather recommending techniques that could be used again in all kinds of pedagogical contexts. Consequently,

83/ The French as a second language teacher must master techniques and approaches related to experiential and analytical approaches and to "objectivation".

But above all, the second language teacher must be able to conduct his class in the manner currently required to reach an acceptable level of communication within a second language program. It is obvious that the second language classroom has changed a lot during the last twenty years and that it has now become necessary for the teacher to function effectively in a variety of situations: the size of groups, sub-groups, meaningful exchanges in class, pedagogical projects, learner involvement in language experiences, etc. The secret of control most often lies with the interest of the student in what is being expected from him. The success or failure of an activity can very well be dependent upon the way it is presented or upon the preparation of the teacher on a given topic. The involvement of the student in his own learning will not lead very far if it is imposed. The second language teacher must develop techniques of persuasion that can be used in current second language teaching contexts. We will thus say that

84/ The French as a second language teacher must learn to promote the active participation of the student in all kinds of activities and responsibility on the part of the student for his own learning.

It should not be necessary to add that what has just been said about pre-service training and the kind of teacher it should produce also applies, mutatis mutandis, to the situation of the employed teacher. Conditions already exist where teachers are given time off that can be applied to getting information on the most recent developments in second language teaching. It is important to recognize, and most do, that it is only information that is made available, and teachers who are really interested in changing their teaching must provide their own tools to integrate such information into their teaching practice or, in other words, to provide their own professional development.

It is a fact that in-service teacher training is expensive in terms of dollars. However, no in-service training probably turns out to be even more expensive since it is the students who are short-changed, a situation likely to have long-term repercussions. For this reason, it is important to insist on the following, underlining the words "professional development":

85/ The currently employed French as a second language teacher must have at his disposal at the school board or ministry level, an integrated system of professional development which will meet his perceived or known needs.

Financial resources can create problems (which will have to be resolved by administrators) but we are not lacking in options that could be made available to teachers to improve one aspect of their training or another.

86/ Among the means that should be available to the French as a second language teacher to improve his training are a) training sessions led by teacher trainers up-to-date on the new approaches, b) self-directed training sessions with the help of support materials, c) structured experiences of peer training, d) exchange programs, and e) bursary programs for extended stays in francophone environments.

Finally, all the Study participants recognized that, under standard teaching conditions, the teaching specialist does not have enough time available to prepare all of his own teaching materials. If it is obvious that some of the more regional dimensions recommended in various syllabuses require concerted efforts at the local level, the fact remains that the majority of what has been discussed can be prepared by materials developers.

A second dimension that has to be taken into account, still on the subject of preparation, is that of availability of reference materials, whether it be for students engaged in their educational projects or for the teacher who must gather information on these topics and who cannot be asked to be specialists in all possible language experiences. Adequate teacher training includes the availability of all the necessary materials for a quality performance. Consequently,

87/ It should finally be obvious that assistance in professional development necessarily includes availability of relevant and effective classroom materials including reference materials.

Chapter

9

GENERAL REMARKS

Before concluding this synthesis, there are a certain number of points that are worth mentioning but which have not found a place in the previous chapters because of their more general nature. The first is that of performance objectives for students enrolled in a French as a second language program.

It is essential that performance objectives be clearly formulated for all second language programs. But program diversity across Canada, which only reflects the diversity found in the various provinces, is such that it is not possible nor probably advisable to try to establish a single list that would hold for the whole country. This conclusion is, at least, what came out of the discussions we had during our four years with the various individuals involved in this project. Consequently, we will say that

88/ For a number of reasons, it was not within the mandate of the Study to propose French as a second language performance objectives. This responsibility falls on the provinces who might be interested in following the pedagogical line developed by this Study.

The second point has to do with the amount of time given to second language teaching/learning. There is a trend towards consensus on grade four as a desirable starting point for

French as a second language. The Study can only strongly recommend that this trend be continued and generalized. The achievement of a reasonable level of second language communicative ability requires a minimum of time below which the value of the investment becomes doubtful. Obviously, it would be possible to have low terminal objectives that students could reach in less time. For us, that is beside the point. If the learner is to come out of his primary and secondary schooling with a relevant level of ability in the second language, we feel that he must devote the equivalent of forty minutes a day from grade four to grade twelve to the second language. For this reason, we will say that

89/ Every effort must be made so that all students in Core French programs are exposed to this subject for 40 minutes a day from grades four to twelve inclusively.

The third and last point concerns the regular sharing of experience by a large number of specialists who often work in relative isolation and find themselves duplicating work done elsewhere. The work done during the four years of the Study brought these people together and offered them the opportunity to discuss what was being done in the various places they represented. This type of meeting has certainly been one of the major contributions of the Study to Core French language teaching in Canada and it would be of great value to the field if a mechanism could be set up that would allow for regular meetings where experiences, results, and, more generally speaking, problems and possible solutions could be discussed. As a result of the above, we will say that

90/ The numerous occasions for sharing knowledge and experience brought about by the Study have shown the value of a mechanism allowing provincial coordinators of Core French programs to meet regularly to continue such exchanges.

Finally, two announcements:

91/ The Study has produced teaching materials illustrating many of the dimensions discussed in these pages. These examples were developed for grade 6, 8, and 10 students respectively.

The titles are:

Grade 10: *Se lancer en affaires avec un jeu,*
Grade 8: *Initiation au voyage,*
Grade 6: *J'ai faim!*

The first two titles are integrated teaching units while the third one is an outline of a possible integrated unit for grade 6.

92/ Research by the Study has brought about the preparation of materials based on one or another of the aspects developed by researchers along the way. Materials already published include the series "Pour tout dire" produced by the National Film Board of Canada.

CONCLUSION

It is and it will remain difficult to clearly establish the impact of the National Core French Study on programs and language pedagogy in this country. In any case, it is not really important to be able to quantify such a thing.

What is important is that, for the first time, there has been the opportunity to reflect collectively, on a large scale, on Core French programs and that this attention has helped them to recover some of the shine they had lost to immersion programs.

If the impact cannot be measured, it is nonetheless real. Several jurisdictions have begun to produce experimental materials making use of some of the points developed in the Study. Some of this material has already been published. Recent pedagogical guides and opinions are adopting several of the positions taken by the four syllabuses. Classroom piloting of the illustrative teaching materials has created a lot of interest and follow-up discussion has proven most useful for all those involved. Among other effects, the in-depth involvement of the provinces has allowed researchers to experience classroom reality as it is felt daily by specialists in the field. Meetings of these specialists in an environment which allowed discussion on various provincial activities have gradually come to be perceived as enriching for all. Teaching materials, contributed by teachers and provinces in reply to requests from

members of the Study in the preparation of the various syllabuses, have also increased interest in the teaching of these various components.

The Study itself produced a number of documents which have already found their way into the schools: pilot teaching materials, teacher training kits, specialized and general bibliographies, etc.

The wish of all the participants is obviously that the movement thus created continue and gradually develop. Gradually because this process is still the best way to effect changes in the field of teaching. We do not believe in revolutions nor in introduction by pressure. But if our work has the cumulative effect of modifying little by little teaching in Core French programs in order for it to reach its full potential, we will have succeeded beyond our expectations.

What has been proposed in the various syllabuses, in various documents prepared by other task forces, and in this synthesis is a reasoned presentation of what we believe to be the direction that French as a second language pedagogy should be taking in the coming years. Serious efforts have been made to link what we are proposing to some of the practices already in existence in the classroom so that teachers continue to have reference points in their attempts to take a new direction. Classroom piloting also gave us most useful information. What is now proposed has been the object of much discussion and has given rise to a number of adjustments.

It remains, however, that this proposal concerning the direction that should be taken by the Core French program can only be considered as a first step, obviously an important one, that will have to be followed up with concerted actions at the provincial level. On this subject, it seems fitting to leave the last word to Stern who played such an important role in setting up this Study:

> ...we have to recognize that a multiple curriculum is breaking new ground and treat it as a long-term development which should be thought of as taking several years to put into operation. Progress should be made by gradual approximation rather than by attempts to produce ideal syllabuses from one day to the next or at some specific end date. If, however, we are prepared to regard a multidimensional curriculum as a long-term development we ought to consider, from the outset, certain short-term measures which make an immediate impact partly to gain experience of the innovation and partly not to delay what should be made known as a promising departure.

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Gladys Jean	Brent Jeffery
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Grade 10 Unit

Mary Lou Flynn Donnelly	Everett MacPherson
Laurie Mullins	Anthony Orlando
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Grade 8 Unit

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Lily Oldham

Pilot Teachers
Grade 8 Unit
Madeleine Daigle
Grade 10 Unit
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Gilberte Cormier — Susan Dettman

INTEGRATION OF "*INITIATION AU VOYAGE*"

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Donna Cloete, Manitoba
Justine Gadouchis, Manitoba
Gladys Jean, Alberta/Ontario
Ron Leishman, Alberta
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Helen Loeb, Manitoba
Janet Poyen, Alberta
Betty Rose, Alberta
Caterina Sotiriadis, Manitoba
Albert Séror, Prince Edward Island
Julia Wowkodaw, Alberta

REVISION OF "*SE LANCER EN AFFAIRES AVEC UN JEU*"

Debbie Pineau, Prince Edward Island
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REACTION PANEL - 1989 CASLT Conference

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Debbie Pineau, Prince Edward Island
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pour l'Association
canadienne
des professeurs
de langues secondes

et

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ÉDITEUR

Inspired by the work of H.H. (David) Stern, its first director, the National Core French Study had as its main objective the enrichment of Core French programs through curricular renewal. The study enabled specialists from across the country to pool their knowledge and experience and to work toward the development and implementation of a multidimensional curriculum. The Final Report, to which this document contributes, describes how French could be taught within enriched programs emphasizing the integration of language, commun icative/experiential, cultural, and general language education activities; it also deals with matters of evaluation, teacher training and professional development.